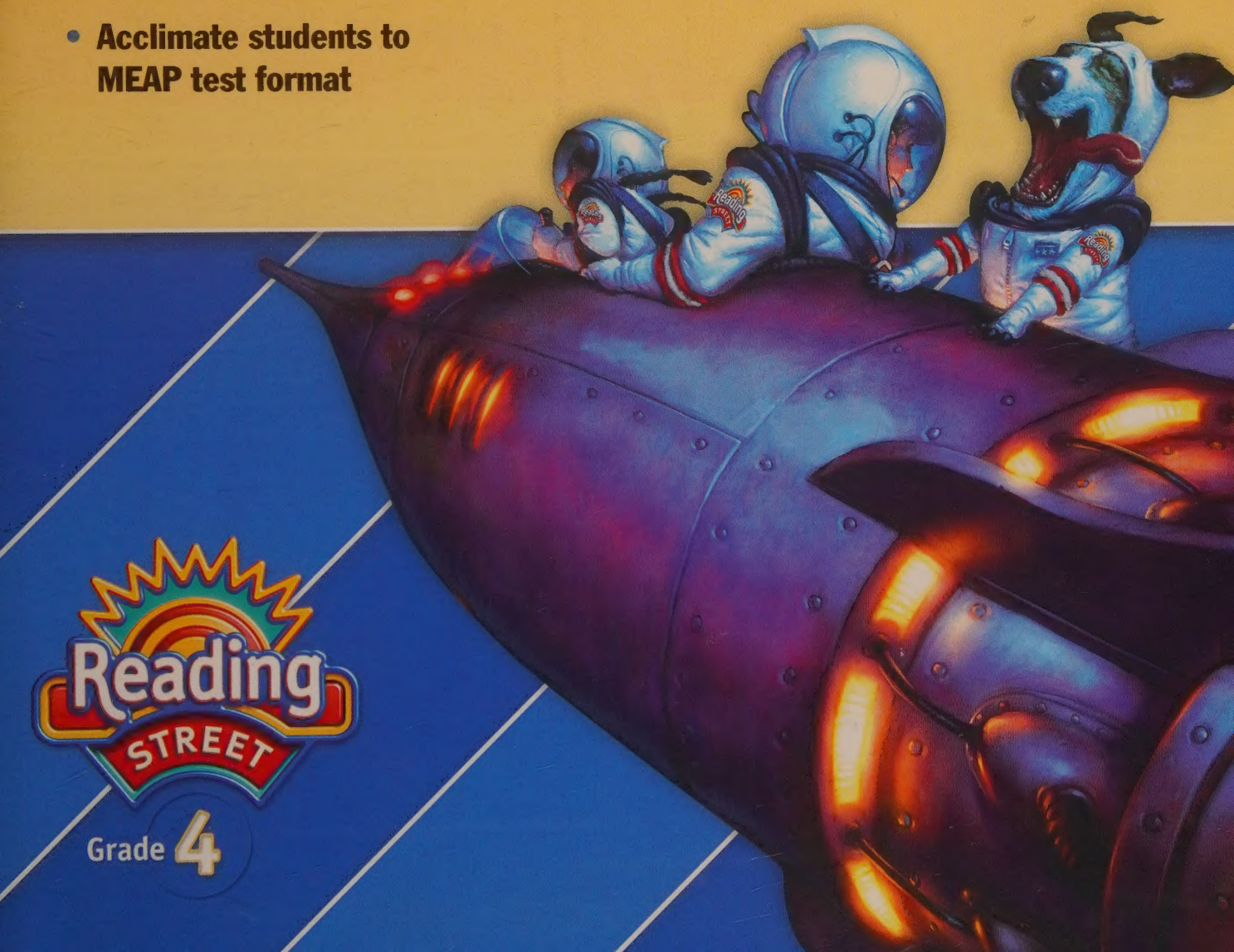
ASSESSMENT Teacher's Manual

Scott Foresman

# Michigan Unit and End-of-Year Benchmark Tests

## in MEAP Test Format

- Assess knowledge of unit skills
- Assess writing
- Acclimate students to MEAP test format



Reading STREET

Grade 4

NAME _____

DATE _____

Scott Foresman

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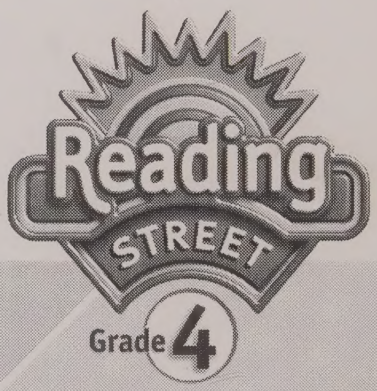


**Note:** These *Michigan Unit and End-of-Year Benchmark Tests in MEAP Test Format* include subtests not found on the English Language Arts test that is part of the Michigan Educational Assessment Program (MEAP). These subtests are included here, however, to help the Michigan teacher make informed decisions about classroom instruction.

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**Editorial Offices:** Glenview, Illinois • Parsippany, New Jersey • New York, New York
**Sales Offices:** Boston, Massachusetts • Duluth, Georgia • Glenview, Illinois
Coppell, Texas • Sacramento, California • Mesa, Arizona

ISBN: 0-328-23205-X

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1 2 3 4 5 6 7 8 9 10 V031 14 13 12 11 10 09 08 07 06 05

# Contents


Overview ..... T5

Administering the Tests ..... T6

Scoring the Tests ..... T10

Interpreting Test Results ..... T15

Evaluation Charts ..... T18

Class Record Chart ..... T33

Answer Keys ..... T35

Optional—Fluency Checks or Running Records ..... T45

Benchmark Tests ..... 1

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- End-of-Year Test


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# OVERVIEW

*Scott Foresman Reading Street* provides a wide array of formal tests and classroom assessments to support instruction. Formal assessments include the following:

- Baseline Group Tests
- Weekly Selection Tests
- Fresh Reads for Differentiated Test Practice Tests
- Michigan Unit and End-of-Year Benchmark Tests in MEAP Test Format

This Teacher's Manual provides information for administering the Michigan Benchmark Tests in MEAP Test Format, scoring the tests, and interpreting the results. Detailed information about other assessment materials and procedures may be found in the *Assessment Handbook.*

## Description of the Michigan Benchmark Tests in MEAP Test Format

**Note:** There are many similarities and some differences between the Michigan Benchmark Tests in MEAP Test Format and the actual MEAP test for English Language Arts. On both the Michigan Benchmark Tests and the MEAP test, students write compositions on a topic in response to a theme-related prompt. In addition, students read theme-related text and demonstrate comprehension by responding to multiple-choice questions. On the Michigan Benchmark Tests, students write a short response to a prompt after reading each of two selections. The second prompt, similar to prompts found on the MEAP test, calls for a response demonstrating comprehension across both texts. The most notable difference between the two tests is the inclusion of subtests on the Michigan Benchmark Tests, which is discussed below.

The Michigan Benchmark Tests in MEAP Test Format in this book assess, in four separate subtests, components and skills taught during the course of each unit that make up the writing and reading processes— writing; comprehension; vocabulary; and grammar, usage, and mechanics. The writing prompts on the Michigan Benchmark Tests, taken as a collective body, ask students to write compositions that target the four modes of writing—narrative, expository, descriptive, and persuasive. As students complete the units and the tests, they gain experience and confidence with different modes of writing and are therefore better prepared write any of a variety of modes they are presented with on the actual MEAP test. Separate subtests for Vocabulary and Grammar, Usage, and Mechanics are included because student results on them will give valuable information to Michigan teachers and help them make stronger decisions about the appropriate classroom instruction for various students.

In Grade 4, there are six Michigan Unit Benchmark Tests—one for each unit—and an End-of-Year Test. The unit tests are designed to measure student progress based on the comprehension skills and strategies, literary genres, themes, vocabulary, grammar, usage, and mechanics skills, and modes of writing taught in each unit. The End-of-Year Test measures skills covered in all six units. The Michigan Benchmark Tests offer an integrated approach to assessment by measuring all skills and strategies in relation to reading selections.

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In addition, the Michigan Benchmark Tests are designed to provide practice in test-taking skills and to prepare students to take the MEAP tests or teacher-made tests. The tests include both multiple-choice and constructed-response questions. They also include writing prompts that will help students prepare for the Michigan writing tests.

### Each Michigan Unit Benchmark Test has these features:

- Each test has two components—Part 1 – Writing from Knowledge and Experience and Parts 2–4 – Reading.
- Part 1 – Writing from Knowledge and Experience presents writing prompts based on the mode of writing taught in the unit. These prompts reflect the theme of the unit and are similar to those found on the MEAP test.
- Part 2 – Reading presents two selections in different genres. The genres of these selections, drawn from fiction and nonfiction, reflect genres taught in each unit.
- Each selection reflects the theme of the unit.
- Parts 2–4 – Reading contain forty multiple-choice questions and two constructed-response questions. These questions test reading comprehension, literary skills and genre, critical thinking skills, vocabulary strategies, and grammar, usage, and mechanics skills. Some of the items measure the ability to synthesize information and to compare and contrast across texts.

The Michigan End-of-Year Benchmark Test follows the same design as the Unit Benchmark Tests, but it has more items. It measures selected skills from all six units taught during the year.

The Michigan Benchmark Tests are designed to assess student progress at the end of each unit and at the end of the school year. Selections and questions in the tests become progressively more difficult from Unit 1 to Unit 6 to reflect the increasing sophistication of materials students are able to handle.

## ADMINISTERING THE TESTS

The Michigan Benchmark Tests are designed for group administration. You may decide to administer each test in one sitting, or you may administer parts of the test in two or more sittings. (If you administer the test in two or more sittings, try to schedule the sittings on the same day or within a day of the previous sitting because some of the questions at the end of the test compare and contrast selections.)

These tests were also designed to give teachers the option of separating multiple-choice questions from the constructed-response questions. You may opt to have students skip the constructed-response questions in order to create an all multiple-choice test.

These tests are not intended to be timed. We recommend allowing ample time for all students to complete the tests at their own pace. However, for the purposes of scheduling, planning, and practicing timed-test situations, the chart on the next page shows the number of items in each test part and the estimated amount of time required to complete each part.

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| Test Part | Number of Items | Estimated Time |
|---|---|---|
| Part 1 – Writing | 1 writing prompt | 45 minutes |
| Part 2 – Reading (Selection 1) | 11 multiple-choice | 20–25 minutes |
| | 1 constructed-response | 5 minutes |
| Part 2 – Reading (Selection 2) | 11 multiple-choice | 20–25 minutes |
| | 1 constructed-response | 5 minutes |
| Part 3 – Reading (Vocabulary) | 10 multiple-choice | 20 minutes |
| Part 4 – Reading (Grammar, Usage, Mechanics) | 8 multiple-choice | 15–20 minutes |

The Michigan End-of-Year Benchmark Test has one theme-based writing exercise, three selections, sixty multiple-choice items, and two constructed-response items. To administer the test, plan on about 45 minutes for Part 1 – Writing and 2 hours for Parts 2–4 – Reading.

## Directions for Administering the Tests

### Before you administer a test . . .

Review the test directions below and on pages T8–T10. For Part 1 – Writing from Knowledge and Experience, students write their compositions on Answer Sheets for each unit. Students write their compositions on the lined pages provided and then use the checklists at the end of this part of the test to check their writing. In Parts 2–4 – Reading, students mark their answers and enter their responses on Answer Sheets as well. Unit Answer Sheets are found at the back of each student test booklet.

### When you are ready to administer a test . . .

Distribute a test to each student. Have students write their names on the front of their test booklets. Have students flip through the test as you point out and explain its key features. In Part 1 – Writing from Knowledge and Experience, point out to students the theme, the writing prompts they can choose from, and the Checklists for Revising, Editing, and Proofreading they will use to check their writing. In Parts 2–4 – Reading, point out directions, selection titles, selections, art, GO ON and STOP instructions, multiple-choice questions with answer choices, and constructed-response (short answer) Questions A and B. For Question B, point out to students the checklist they will use to review and revise their responses.

Then point out the unit Answer Sheets at the back of the test booklet. Have students write their name on each Answer Sheet. Then direct students to go through the unit Answer Sheets as you point out and explain key features. In Part 1 – Writing from Knowledge and Experience, point out to students the two lined pages where they will write their compositions. Remind them to use the checklists following the writing prompts in the test to check their writing. In Parts 2–4 – Reading, point out the same GO ON and STOP instructions. Also point out the directions for marking responses to multiple-choice questions and the lines where students write responses to each constructed-response (short answer) question. Remind them to use the

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checklist following Question B in the test to check their writing. Allow time for students to ask any questions they may have about the test's contents or about where they are to mark and write before you begin the test.

Directions in **bold** type that follow are intended to be read aloud. Other directions are intended for your information only. For Part 1 – Writing, you may wish to modify directions regarding the amount of time suggested for the testing session to match more nearly the time allowed for Michigan's writing test. For Part 2 – Reading, modify the general directions as needed if you intend to skip the constructed-response questions.

## Directions for Part 1 – Writing from Knowledge and Experience

**In the first part of this test, you will write a composition. The test presents a theme that you are asked to write about and gives you some prompts, or ideas, for ways to write about the theme. You must choose ONLY ONE way. Before you begin writing, think about what you want to say and how you want to say it. Write your composition on the two lined pages provided on your unit Answer Sheet.**

**Your writing may be about something from real life, from what you read or watch, or from your imagination.**

**You may give your writing a title if you would like. However, a title is not required.**

**You may use a dictionary, thesaurus, grammar book, and/or spelling book for Part 1 – Writing from Knowledge and Experience. These resources will be available for your use ONLY during this part of the test.** (Distribute scrap paper to students if you would like to make it available for them to make notes or write a rough draft. Tell students that only the compositions on their Answer Sheets will be scored.)

**Finally, use the checklists on the last page of this part of the test to check your writing.**

**You may either print or write in cursive. It is important to write as neatly as possible.**

**Your writing should be easy to read and should show that you can organize and express your thoughts clearly and completely.**

**I cannot read the prompts to you or help you plan what to write. You must read and plan yourself. Remember to read about the theme and then choose the prompt you will write about. Then plan what you will write.**

**Don't forget to revise and edit your composition. Use the questions in the checklists to help you check your writing.**

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**You have a total of 45 minutes to read, plan, and respond to your prompt. I will let you know when you have 10 minutes left.** (You may wish to modify the amount of time you allow for Part 1 – Writing from Knowledge and Experience to match more nearly the time allowed on Michigan's writing test.)

Allow time for students to ask any questions about the directions. Then direct students to open their tests to the writing page, read about the theme, choose a prompt, plan their writing, and then write their compositions on their unit Answer Sheets. Be sure to alert students when they have 10 minutes left.

## Directions for Part 2 – Reading: Comprehension

**In the second part of this test, you will read two selections and answer some questions about them. There are two types of questions: multiple-choice questions and questions that require you to write short answers.**

**Mark your answers to the multiple-choice questions on your Unit Answer Sheet at the end of your test booklet. For each question, fill in the circle on your Answer Sheet that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. If you want to change your answer, completely erase the mark you made and fill in a different circle. Do not make any other marks on your Answer Sheet.**

**For Questions A and B, write your answers on the lines on your unit Answer Sheet. Think carefully and write your ideas as clearly as you can. Allow about 5 minutes to answer each of these questions. Make sure you use the checklist to review and revise your response to Question B.**

**Read the directions carefully. You can ask me to explain any directions you do not understand. Read the selections and the questions very carefully. You may look back at a selection as often as you like to help you answer the questions.**

**Answer the questions you are sure about first. If a question seems too difficult, skip it and go back to it later. Check each answer to make sure it is the best answer for the question asked.**

**Think positively. Some questions may seem hard, but others will be easy. Relax. Most people get nervous about tests. It's natural. Just do your best.**

**Continue with Part 2 – Reading: Comprehension until you come to the instruction, "STOP. DO NOT GO ON UNTIL TOLD TO DO SO." at the end of Question B. When you have completed that question, put your pencils down, close your test booklets, and look up.**

Tell students how much of the test they are expected to complete in this sitting and how much time they have to complete their work. Allow time for students to ask any questions about the directions. Then direct students to open their tests to a specified page and begin. You may wish to give students a break upon completion of this part of the test.

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### Directions for Parts 3 and 4 – Reading

Read aloud the directions from the student book for Parts 3 and 4. Tell students how much time they have to complete their work for each part of the test. Point out the STOP instructions at the end of each part, instructing them to put their pencils down and look up whenever they come to a STOP instruction. That way you can wait for all students to complete the section before moving on to the next part.

### After testing . . .

Once students are finished testing, collect all test booklets and Answer Sheets. Directions for scoring the tests begin below. The answer keys begin on page T35. Evaluation charts (T18–T32) are provided along with a class record chart on page T33.

## SCORING THE TESTS

The Michigan Benchmark Tests are intended to be scored by part—a separate score for Part 1 – Writing and a total score for Parts 2–4 – Reading. To make scoring easier, copy and use the following charts as needed:

- the Unit Benchmark Test Evaluation Charts, beginning on page T18, for recording a student's individual scores on a Michigan Unit Benchmark Test;
- the End-of-Year Benchmark Test Evaluation Chart, on pages T30–T32, for recording a student's individual scores on the Michigan End-of-Year Benchmark Test;
- the Class Record Chart, on page T33, for recording test scores for all students for all six units.

Answer keys for each test begin on page T35. The scoring rubrics provided to score the three different types of writing contained in the test begin on page T12. In Part 1 – Writing from Knowledge and Experience, each prompt is linked to the unit theme and to the mode of writing taught in that unit—narrative, descriptive, expository, or persuasive. There is one scoring rubric that is applied to all modes of writing in Part 1 – Writing from Knowledge and Experience. The Part 1 Scoring Rubric – Writing from Knowledge and Experience appears on page T12. This 6-point scoring rubric closely matches the MEAP Integrated English Language Arts Part 1 Rubric – Writing from Knowledge and Experience. In Part 2 – Reading there are three types of items: multiple-choice questions, constructed-response questions, and cross-text constructed-response questions. These types of items are scored in slightly different ways, as explained on page T11.

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## Scoring Part 1 – Writing from Knowledge and Experience

To evaluate student's responses to a writing prompt, familiarize yourself with the writing prompt and review the Part 1 Scoring Rubric – Writing from Knowledge and Experience on page T12. Then use the rubric to score each composition on a scale from 1 to 6. The theme and mode of writing taught in the unit are identified in the answer key for Units 1–5. Prompts for the Unit 6 and End-of-Year tests target a variety of modes of writing taught during the year, so the modes of writing are not identified in the answer keys.

## Scoring Multiple-Choice Questions

Each multiple-choice question has four answer choices labeled A, B, C, or D. The answer keys list the correct answer choice as well as the complete response to each question. Refer to the answer key for the test you are scoring and mark each multiple-choice question as either correct (1 point) or incorrect (0 points).

## Scoring Constructed-Response Questions

For Units 1–6 Part 2A, use the answer key and the Part 2A Scoring Rubric – Constructed Response on page T13 to help you score responses. Award each response a score from 0 to 2 points, depending upon how accurate and complete the response is. The answer key provides sample responses for each point value. Have a top response in mind before you assess students' responses.

For End-of-Year Part 2A and every Part 2B, use the Part 2B Scoring Rubric – Response to Cross-Text Reading on page T14 to help you score responses. This 6-point rubric closely matches the MEAP Integrated English Language Arts Part 2B Rubric – Response to the Reading Selections. Award each response a score from 1 to 6 points, depending upon how accurate and complete the response is. The answer key provides sample top responses for each question. Have a top response in mind before you assess students' responses.

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## Part 1 Scoring Rubric – Writing from Knowledge and Experience

| Points | Description |
|---|---|
| 6 | The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response. |
| 5 | The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable. |
| 4 | The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting. |
| 3 | The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic. |
| 2 | The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand. |
| 1 | The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand. |

Not ratable if:

A off topic
B illegible
C written in a language other than English
D blank/refused to respond

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## Part 2A Scoring Rubric – Constructed Response

| Points | Description |
|---|---|
| 2 | The response indicates a **full understanding** of the question's reading or critical thinking skill. The response is accurate and complete. Necessary support and/or examples are included, and the information is clearly text-based. |
| 1 | The response indicates a **partial understanding** of the question's reading or critical thinking skill. The response includes information that is essentially correct and text-based, but it is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted. |
| 0 | The response is **inaccurate,** confused, and/or irrelevant, or the student has failed to respond to the task. |

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## Part 2B Scoring Rubric – Response to Cross-Text Reading

| Points | Description |
|---|---|
| 6 | The student clearly and effectively chooses key or important ideas from each reading selection to support an answer to the question and to make a clear connection between the reading selections. The answer and connections are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contribute to the effect of the response. |
| 5 | The student makes meaningful use of key ideas from each reading selection to support an answer to the question and to make a clear connection between the reading selections. The answer and connections are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable. |
| 4 | The student makes adequate use of ideas from each reading selection to support an answer to the question and to make a connection between the reading selections. The answer and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting. |
| 3 | The student attempts an answer to the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections, and the ideas from at least one reading selection are connected to the answer. The answer is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time. |
| 2 | The student attempts an answer to the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to respond to the question or theme, but the ideas may not be connected to the answer. |
| 1 | The student attempts an answer to the question but makes only minimal use of ideas from one reading selection **or** the student responds with at least minimal use of ideas from one or both of the reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand. |

Not ratable if:

A retells or references the reading selections with no connection to the question
B off topic
C illegible/written in a language other than English
D blank/refused to respond
E responds to the question with no reference to either of the reading selections

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## Using an Evaluation Chart

Use the Evaluation Charts beginning on page T18 to score the Michigan Unit Benchmark Tests and the End-of-Year Benchmark Test. To score one of these tests use the following procedure:

1. Make a copy of the appropriate Evaluation Chart for each student.
2. To score Part 1 – Writing from Knowledge and Experience, use the unit answer key and the Part 1 scoring rubric on page T12. Read the student's writing and score each composition on a scale from 1 to 6.
3. Mark the student's Writing score on the Evaluation Chart. Add any notes or observations about the writing that may be helpful to you and the student in later instruction.
4. To score Parts 2–4 – Reading, circle the score for each item on the Evaluation Chart. Multiple-choice questions are scored 0 (incorrect) or 1 (correct). Constructed-response questions on Units 1–6 Part 2A are scored from 0 to 2 points. Use the answer key for the test you are scoring and the Part 2A scoring rubric on page T13 to help score students' responses. Cross-text constructed responses to End-of-Year Part 2A questions and all Part 2B questions are scored from 1 to 6 points. Use the Part 2B scoring rubric on page T14 to help score students' responses.
5. Find the student's total score for Parts 2–4 – Reading by adding the individual scores for all items.
6. Use the formula on the Evaluation Chart to find the percentage score for Parts 2–4 – Reading by dividing the total *obtained* score by the total *possible* score and then multiplying the quotient by 100.

# INTERPRETING TEST RESULTS

A student's score on a Michigan Benchmark Test provides only one look at the student's progress and should be interpreted in conjunction with other assessments and the teacher's observations. However, a low score on one or both parts of a Benchmark Test probably indicates a need for closer review of the student's performance and perhaps additional instruction.

## Regrouping for Instruction

The Michigan Benchmark Tests can help you make regrouping decisions. In Grade 4 there are opportunities for regrouping at the end of each unit. Depending on each student's progress, teachers may prefer to regroup more or less frequently.

Students who score below 60% on the Michigan Benchmark Tests and who meet other criteria supplied on the *Assess and Regroup* pages in the Teacher's Editions (Unit 1, pages 139k–139l; Unit 2, pages 265k-265l; Unit 3, pages 389k–389l; Unit 4, pages 513k–513l; Unit 5, pages 635k–635l) would benefit from being in the Strategic Intervention group for the next unit of instruction.

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Students who score between 60% and 80% on the Michigan Benchmark Tests likely belong in the On-Level reading group, but you will want to consider performance on the Day 5 Assessments, fluency scores, and all other criteria supplied on the *Assess and Regroup* pages in the Teacher's Editions.

Students who score 80% to 94% on the Michigan Benchmark Tests and who meet other criteria supplied on the *Assess and Regroup* pages in the Teacher's Editions are capable of continuing in or moving into the On-Level reading group for the next unit of instruction.

Students who score 95% or greater on the Michigan Benchmark Tests and who meet other criteria supplied on the *Assess and Regroup* pages in the Teacher's Editions may be capable of work in the Advanced reading group for the next unit of instruction.

## Further Analysis of Results

Each Parts 2–4 – Reading item on an Evaluation Chart is linked to a tested skill. By identifying which items the student answered incorrectly and referring to the list of tested skills, you may be able to determine specific skills or areas in which the student needs additional help. For example, if the student answers six questions incorrectly and several involve literary elements such as plot and character, you may want to plan additional instruction for the student in this area. While the Michigan Benchmark Tests do not provide sufficient context coverage of individual skills to be truly "diagnostic," students' performance patterns can often provide useful clues as to particular strengths and weaknesses.

**Grading:** For more information on how to use a writing assessment scale as an element in determining classroom grades, refer to the "Grading Writing" section of the *Assessment Handbook.*

## Measuring the Progress of English Language Learners

Students whose native language is not English present unique challenges to educators as they administer and score formal assessments, interpret scores, and make decisions based on test scores. Although many English language learners quickly master *social* English, the conversational language skills and conventions used in everyday interactions with classmates, they frequently encounter difficulty with the *academic* English found on formal assessments. The performance of these students is greatly affected by:

- the increasing linguistic demands of vocabulary, including specialized terms, multiple-meaning words, and abstract concepts; and
- structural analysis constraints at the word, sentence, paragraph, and text levels.

There are a number of ways to accommodate the needs of English language learners to ensure fairness and full participation in the *Scott Foresman Reading Street* formal assessments. A general rule of thumb is to use the same accommodations in testing situations as used in instruction. For instance, if students receive part of their instruction in their home language, then it is appropriate to translate test directions and comprehension questions into that language. Acceptable accommodations might include:

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- providing additional testing time and allowing frequent or extended breaks;
- administering the tests at times most beneficial to the students;
- administering the tests in small groups or in one-on-one settings;
- reading test directions to students in English or in the students' home languages, and repeating as needed;
- simplifying the language and sentence structure of test directions;
- requesting that students restate and clarify test directions in their own words;
- discussing the pictures and any graphics, such as maps, to ensure that students can interpret them;
- allowing the use of bilingual dictionaries;
- reading comprehension questions aloud to students in English or in their home languages; and
- allowing students to respond orally to questions or dictate answers for transcription.

In providing accommodations to students, it is important not to compromise the intent of the assessment. Keep these points in mind:

- Do not read the comprehension selections aloud to students or translate them into students' home languages.
- When assessing English vocabulary and grammar skills, do not translate test items into the home language.
- When assessing students' writing ability in English, do not transcribe their oral responses to the writing prompts.

These practices would alter the constructs of the assessments. For example, the reading comprehension assessments are designed to measure both word recognition and understanding, so reading the selections to students would actually change the intent of the test.

After administering the formal assessments, it is important to note which accommodations were used for the English language learners and to interpret scores with that information in mind.

Informal assessments play an important role in accurately measuring the progress of English language learners. For more information on assessment and English language learners, see the *ELL and Transition Handbook* and Chapter 4 of the *Assessment Handbook.*

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## Evaluation Chart: Unit 1 Benchmark Test

**Student Name** _____ **Date** _____

| Part 1 – Writing | |
|---|---|
| | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Writing Score** _____/6 | W.GR.04.01, W.GN.04.01, W.HW.04.01, W.PR.04.01, W.PR.04.02, W.PR.04.03, W.PR.04.05, W.SP.04.01 |
| **Notes/Observations:** | |

| Parts 2–4 – Reading | | | | |
|---|---|---|---|---|
| **Item** | **Tested Skill** | **Item Type*** | **Score** (circle one) | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Part 2 – Reading: Comprehension** | | | | |
| 1. | Author's Purpose | C | 0 1 | R.IT.04.02 |
| 2. | Compare and Contrast | I | 0 1 | R.CM.04.03 |
| 3. | Draw Conclusions | C | 0 1 | R.CM.04.01 |
| 4. | Sequence | L | 0 1 | R.CM.04.02 |
| 5. | Draw Conclusions | I | 0 1 | R.CM.04.01, R.CM.04.03 |
| 6. | Draw Conclusions | I | 0 1 | R.CM.04.01, R.CM.04.03 |
| 7. | Literary Elements: Character | I | 0 1 | R.NT.04.03 |
| 8. | Sequence | L | 0 1 | R.CM.04.02, R.CM.04.03 |
| 9. | Draw Conclusions | I | 0 1 | R.CM.04.01, R.CM.04.03 |
| 10. | Genre | C | 0 1 | R.NT.04.02 |
| 11. | Sequence | C | 0 1 | R.CM.04.01, R.CM.04.03 |
| A. | Constructed-Response Text-to-World Connection | | 0 1 2 | R.CM.04.01, W.GR.04.01, W.PR.04.01, W.SP.04.01, W.ST.04.01, W.HW.04.01, Previews W.GN.05.03 |

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| Part 2 – Reading: Comprehension (continued) | | | | |
|---|---|---|---|---|
| 12. | Main Idea and Details | C | 0 1 | R.CM.04.02 |
| 13. | Details | I | 0 1 | R.CM.04.02 |
| 14. | Fact and Opinion | C | 0 1 | R.CS.04.01 |
| 15. | Author's Purpose | I | 0 1 | R.IT.04.02 |
| 16. | Author's Purpose | C | 0 1 | R.IT.04.02 |
| 17. | Author's Purpose | C | 0 1 | R.CM.04.03 |
| 18. | Main Idea and Details | L | 0 1 | R.CM.04.02 |
| 19. | Compare and Contrast | C | 0 1 | R.CM.04.02 |
| 20. | Compare and Contrast | I | 0 1 | R.CM.04.03 |
| 21. | Author's Purpose | C | 0 1 | R.IT.04.02 |
| 22. | Draw Conclusions | C | 0 1 | R.IT.04.01 |
| B. | Constructed-Response Text-to-Text Connection | | NR** 1 2 3 4 5 6 | R.CM.04.03, W.GR.04.01, W.HW.04.01, W.SP.04.01 |
| **Part 3 – Reading: Vocabulary** | | | | |
| 23. | Word Structure: Suffixes | | 0 1 | R.WS.04.02 |
| 24. | Context Clues: Synonyms | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 25. | Word Structure: Suffixes | | 0 1 | R.WS.04.02 |
| 26. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 27. | Word Structure: Suffixes | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 28. | Word Structure: Suffixes | | 0 1 | R.WS.04.02 |
| 29. | Context Clues: Multiple-Meaning Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 30. | Context Clues: Synonyms | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 31. | Context Clues: Multiple-Meaning Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 32. | Word Structure: Suffixes | | 0 1 | R.WS.04.02 |
| **Part 4 – Reading: Grammar, Usage, Mechanics** | | | | |
| 33. | Imperative and Exclamatory Sentences | | 0 1 | W.GR.04.01 |
| 34. | Declarative and Interrogative Sentences | | 0 1 | W.GR.04.01 |
| 35. | Clauses and Complex Sentences | | 0 1 | W.GR.04.01 |
| 36. | Subjects and Predicates | | 0 1 | W.GR.04.01 |
| 37. | Compound Sentences | | 0 1 | W.GR.04.01 |
| 38. | Clauses and Complex Sentences | | 0 1 | W.GR.04.01 |
| 39. | Subjects and Predicates | | 0 1 | W.GR.04.01 |
| 40. | Subjects and Predicates | | 0 1 | W.GR.04.01 |
| **Student's Reading Total Score/Total Possible Score _____/48** | | | | |

*L = literal I = inferential C = critical analysis

**NR = not ratable

Parts 2–4 – Reading percentage score: _____ ÷ 48 = _____ × 100 = _____%

(student's total score) (percentage score)

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# Evaluation Chart: Unit 2 Benchmark Test

**Student Name** _____ **Date** _____

| Part 1 – Writing | |
|---|---|
| | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Writing Score** _____/6 | R.CM.04.01, W.GN.04.01, W.GR.04.01, W.HW.04.01, W.PR.04.01, W.PR.04.02, W.PR.04.03, W.PR.04.05, W.SP.04.01, Previews W.GN.05.03 |
| **Notes/Observations:** | |

| Parts 2–4 – Reading | | | | | |
|---|---|---|---|---|---|
| **Item** | **Tested Skill** | **Item Type*** | **Score** (circle one) | | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Part 2 – Reading: Comprehension** | | | | | |
| 1. | Main Idea and Details | I | 0 | 1 | R.CM.04.02 |
| 2. | Main Idea and Details | I | 0 | 1 | R.CM.04.02 |
| 3. | Draw Conclusions | I | 0 | 1 | R.CM.04.03 |
| 4. | Fact and Opinion | C | 0 | 1 | R.CS.04.01 |
| 5. | Sequence | L | 0 | 1 | Reviews R.IT.03.02 |
| 6. | Sequence | L | 0 | 1 | Reviews R.IT.03.02 |
| 7. | Author's Purpose | C | 0 | 1 | R.CM.04.03 |
| 8. | Draw Conclusions | I | 0 | 1 | R.CM.04.03 |
| 9. | Author's Purpose | C | 0 | 1 | W.PR.04.01 |
| 10. | Author's Purpose | C | 0 | 1 | W.IT.04.02 |
| 11. | Genre | C | 0 | 1 | R.IT.04.01 |
| A. | Constructed-Response Text-to-Self Connection | | 0 | 1 2 | Previews W.GN.05.03, R.CM.04.01, W.GR.04.01, W.SP.04.01, W.HW.04.01 |

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| Part 2 – Reading: Comprehension (continued) | | | | |
|---|---|---|---|---|
| 12. | Main Idea and Details | I | 0 1 | R.CM.04.04 |
| 13. | Draw Conclusions | C | 0 1 | R.IT.04.01, R.CM.04.03 |
| 14. | Sequence | L | 0 1 | R.CM.04.02 |
| 15. | Main Idea and Details | L | 0 1 | R.CM.04.02 |
| 16. | Main Idea and Details | I | 0 1 | R.CM.04.02 |
| 17. | Sequence | C | 0 1 | R.CM.04.02 |
| 18. | Generalize | C | 0 1 | R.CM.04.01, R.CM.04.03 |
| 19. | Main Idea and Details | I | 0 1 | R.CM.04.02 |
| 20. | Main Idea and Details | C | 0 1 | R.CM.04.02 |
| 21. | Main Idea and Details | I | 0 1 | R.CM.04.02 |
| 22. | Cause and Effect | I | 0 1 | R.CM.04.02, R.CM.04.03 |
| B. | Constructed-Response Text-to-Text Connection | | NR** 1 2 3 4 5 6 | R.CM.04.03, W.GN.04.03, W.GR.04.01, W.HW.04.01, W.SP.04.01 |
| **Part 3 – Reading: Vocabulary** | | | | |
| 23. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02 |
| 24. | Context Clues: Synonyms | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 25. | Word Structure: Suffixes | | 0 1 | R.WS.04.02 |
| 26. | Word Structure: Suffixes | | 0 1 | R.WS.04.07 |
| 27. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 28. | Word Structure: Prefixes | | 0 1 | R.WS.04.02 |
| 29. | Word Structure: Suffixes | | 0 1 | R.WS.04.02 |
| 30. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02 |
| 31. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 32. | Word Structure: Prefixes and Suffixes | | 0 1 | R.WS.04.02 |
| **Part 4 – Reading: Grammar, Usage, Mechanics** | | | | |
| 33. | Nouns | | 0 1 | W.GR.04.01 |
| 34. | Nouns | | 0 1 | W.GR.04.01 |
| 35. | Plural Nouns | | 0 1 | W.GR.04.01 |
| 36. | Plural Nouns | | 0 1 | W.GR.04.01 |
| 37. | Irregular Plural Nouns | | 0 1 | W.GR.04.01 |
| 38. | Common and Proper Nouns | | 0 1 | W.GR.04.01 |
| 39. | Singular Possessive Nouns | | 0 1 | Reviews W.GN.03.01 |
| 40. | Plural Possessive Nouns | | 0 1 | Reviews W.GN.03.01 |
| **Student's Reading Total Score/Total Possible Score _____/48** | | | | |

*L = literal I = inferential C = critical analysis

**NR = not ratable

Parts 2–4 – Reading percentage score: _____ ÷ 48 = _____ × 100 = _____%

(student's total score) (percentage score)

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## Evaluation Chart: Unit 3 Benchmark Test

**Student Name** _____ **Date** _____

| Part 1 – Writing | |
|---|---|
| | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Writing Score** _____/6 | R.CM.04.01, W.GR.04.01, W.GN.04.03, W.HW.04.01, W.PR.04.01, W.PR.04.02, W.PR.04.03, W.PR.04.05, W.SP.04.01 |
| **Notes/Observations:** | |

| Parts 2–4 – Reading | | | | | |
|---|---|---|---|---|---|
| **Item** | **Tested Skill** | **Item Type*** | **Score** (circle one) | | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Part 2 – Reading: Comprehension** | | | | | |
| 1. | Author's Purpose | I | 0 | 1 | R.CM.04.03 |
| 2. | Cause and Effect | I | 0 | 1 | R.CM.04.03, R.CM.04.03 |
| 3. | Author's Purpose | C | 0 | 1 | R.IT.04.02 |
| 4. | Genre | C | 0 | 1 | R.CM.04.02, R.IT.04.01 |
| 5. | Generalize | I | 0 | 1 | R.CM.04.02 |
| 6. | Cause and Effect | C | 0 | 1 | R.CM.04.02 |
| 7. | Draw Conclusions | I | 0 | 1 | R.CM.04.03 |
| 8. | Author's Purpose | C | 0 | 1 | R.IT.04.02 |
| 9. | Draw Conclusions | I | 0 | 1 | R.CM.04.03 |
| 10. | Main Idea and Details | I | 0 | 1 | R.CM.04.02 |
| 11. | Draw Conclusions | I | 0 | 1 | R.CM.04.03 |
| A. | Constructed-Response Text-to-Self Connection | | 0 | 1 2 | R.CM.04.01, W.GR.04.01, W.HW.04.01, W.SP.04.01, Previews W.GN.05.03 |

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| | | | | |
|---|---|---|---|---|
| **Part 2 – Reading: Comprehension (continued)** | | | | |
| 12. | Literary Elements: Character | I | 0 1 | R.NT.04.03 |
| 13. | Cause and Effect | I | 0 1 | R.CM.04.02, R.CM.04.03 |
| 14. | Cause and Effect | L | 0 1 | R.CM.04.02, R.CM.04.03 |
| 15. | Generalize | I | 0 1 | R.CM.04.01 |
| 16. | Draw Conclusions | I | 0 1 | R.CM.04.01, R.CM.04.02 |
| 17. | Author's Purpose | I | 0 1 | R.IT.04.02 |
| 18. | Generalize | I | 0 1 | R.CM.04.01 |
| 19. | Cause and Effect | I | 0 1 | R.CM.04.02 |
| 20. | Main Idea and Details | C | 0 1 | R.CM.04.01 |
| 21. | Generalize | I | 0 1 | R.CM.04.01, R.CM.04.02 |
| 22. | Generalize | C | 0 1 | R.CM.04.01, R.CM.04.02 |
| B. | Constructed-Response Text-to-Text Connection | | NR** 1 2 3 4 5 6 | R.CM.04.03, W.GN.04.03, W.GR.04.01, W.HW.04.01, W.SP.04.01 |
| **Part 3 – Reading: Vocabulary** | | | | |
| 23. | Context Clues: Homonyms | | 0 1 | R.WS.04.02 |
| 24. | Context Clues: Homonyms | | 0 1 | R.WS.04.02 |
| 25. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02 |
| 26. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02 |
| 27. | Word Structure: Suffixes | | 0 1 | R.WS.04.02 |
| 28. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02 |
| 29. | Context Clues: Multiple-Meaning Words | | 0 1 | R.WS.04.02 |
| 30. | Word Structure: Prefixes | | 0 1 | R.WS.04.02 |
| 31. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02 |
| 32. | Context Clues: Multiple-Meaning Words | | 0 1 | R.WS.04.02 |
| **Part 4 – Reading: Grammar, Usage, Mechanics** | | | | |
| 33. | Action and Linking Verbs | | 0 1 | W.GR.04.01 |
| 34. | Past, Present, and Future Verb Tenses | | 0 1 | W.GR.04.01 |
| 35. | Action and Linking Verbs | | 0 1 | W.GR.04.01 |
| 36. | Action and Linking Verbs | | 0 1 | W.GR.04.01 |
| 37. | Action and Linking Verbs | | 0 1 | W.GR.04.01 |
| 38. | Main and Helping Verbs | | 0 1 | W.GR.04.01 |
| 39. | Subject/Verb Agreement | | 0 1 | Reviews W.GN.03.01 |
| 40. | Action and Linking Verbs | | 0 1 | W.GR.04.01 |
| **Student's Reading Total Score/Total Possible Score** _____/48 | | | | |

*L = literal I = inferential C = critical analysis

**NR = not ratable

Parts 2–4 – Reading percentage score: _____ ÷ 48 = _____ × 100 = _____%

(student's total score) (percentage score)

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## Evaluation Chart: Unit 4 Benchmark Test

**Student Name** _____ **Date** _____

| Part 1 – Writing | |
|---|---|
| | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Writing Score** _____/6 | R.CM.04.01, W.GN.04.01, W.GR.04.01, W.HW.04.01, W.PR.04.01, W.PR.04.02, W.PR.04.03, W.PR.04.05, W.SP.04.01 |
| **Notes/Observations:** | |

| Parts 2–4 – Reading | | | | |
|---|---|---|---|---|
| **Item** | **Tested Skill** | **Item Type*** | **Score** (circle one) | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Part 2 – Reading: Comprehension** | | | | |
| 1. | Compare and Contrast | I | 0 1 | R.IT.04.02 |
| 2. | Compare and Contrast | I | 0 1 | R.IT.04.02 |
| 3. | Main Idea and Details | I | 0 1 | R.CM.04.02 |
| 4. | Genre | C | 0 1 | R.IT.04.01 |
| 5. | Draw Conclusions | I | 0 1 | R.CM.04.02, R.CM.04.03 |
| 6. | Compare and Contrast | L | 0 1 | R.IT.04.02 |
| 7. | Compare and Contrast | L | 0 1 | R.IT.04.02 |
| 8. | Draw Conclusions | C | 0 1 | R.CM.04.01 |
| 9. | Author's Purpose | C | 0 1 | R.IT.04.02 |
| 10. | Main Idea and Details | C | 0 1 | R.CM.04.02, R.CM.04.03 |
| 11. | Draw Conclusions | C | 0 1 | R.CM.04.01 |
| A. | Construted-Response Text-to-World Connection | | 0 1 2 | R.CM.04.01, R.CM.04.03, R.CM.04.04, W.GR.04.01, W.HW.04.01, W.SP.04.01, Previews W.GN.05.03 |

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| Part 2 – Reading: Comprehension (continued) | | | | |
|---|---|---|---|---|
| 12. | Literary Elements: Plot | I | 0 1 | R.NT.04.03, R.CM.04.01 |
| 13. | Literary Elements: Character | C | 0 1 | R.NT.04.03, R.CM.04.02 |
| 14. | Compare and Contrast | L | 0 1 | R.CM.04.01, R.CM.04.03 |
| 15. | Draw Conclusions | I | 0 1 | R.CM.04.02, R.CM.04.03 |
| 16. | Draw Conclusions | C | 0 1 | R.CM.04.03, R.CM.04.04 |
| 17. | Draw Conclusions | I | 0 1 | R.CM.04.01, R.CM.04.02 |
| 18. | Draw Conclusions | C | 0 1 | R.CM.04.03 |
| 19. | Compare and Contrast | I | 0 1 | R.CM.04.03 |
| 20. | Literary Elements: Setting | I | 0 1 | R.CM.04.02 |
| 21. | Literary Elements: Setting | C | 0 1 | R.NT.04.04 |
| 22. | Draw Conclusions | I | 0 1 | R.CM.04.03 |
| B. | Constructed-Response Text-to-Text Connection | | NR** 1 2 3 4 5 6 | R.CM.04.01, R.CM.04.03, W.GN.04.03, W.GR.04.01, W.HW.04.01, W.SP.04.01 |
| **Part 3 – Reading: Vocabulary** | | | | |
| 23. | Context Clues: Synonyms | | 0 1 | R.WS.04.07 |
| 24. | Context Clues: Synonyms | | 0 1 | R.WS.04.07 |
| 25. | Context Clues: Antonyms | | 0 1 | R.WS.04.07 |
| 26. | Context Clues: Synonyms | | 0 1 | R.WS.04.07 |
| 27. | Context Clues: Antonyms | | 0 1 | R.WS.04.07 |
| 28. | Context Clues: Antonyms | | 0 1 | R.WS.04.07 |
| 29. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 30. | Context Clues: Antonyms | | 0 1 | R.WS.04.07 |
| 31. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 32. | Context Clues: Multiple-Meaning Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| **Part 4 – Reading: Grammar, Usage, Mechanics** | | | | |
| 33. | Subject and Object Pronouns | | 0 1 | W.GR.04.01 |
| 34. | Pronouns and Antecedents | | 0 1 | W.GR.04.01 |
| 35. | Subject and Object Pronouns | | 0 1 | W.GR.04.01 |
| 36. | Singular and Plural Pronouns | | 0 1 | W.GR.04.01 |
| 37. | Pronouns and Antecedents | | 0 1 | W.GR.04.01 |
| 38. | Possessive Pronouns | | 0 1 | Reviews W.GN.03.01 |
| 39. | Pronouns and Antecedents | | 0 1 | W.GR.04.01 |
| 40. | Singular and Plural Pronouns | | 0 1 | W.GR.04.01 |
| **Student's Reading Total Score/Total Possible Score** _____/48 | | | | |

*L = literal I = inferential C = critical analysis

**NR = not ratable

Parts 2–4 – Reading percentage score: _____ ÷ 48 = _____ × 100 = _____%

(student's total score) (percentage score)

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# Evaluation Chart: Unit 5 Benchmark Test

**Student Name** _____ **Date** _____

| Part 1 – Writing | |
|---|---|
| | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Writing Score** _____/6 | R.CM.04.01, W.GR.04.01, W.GN.04.01, W.HW.04.01, W.PR.04.01, W.PR.04.02, W.PR.04.03, W.PR.04.05, W.SP.04.01, Previews W.GN.05.03 |
| **Notes/Observations:** | |

| Parts 2–4 – Reading | | | | |
|---|---|---|---|---|
| **Item** | **Tested Skill** | **Item Type*** | **Score** (circle one) | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Part 2 – Reading: Comprehension** | | | | |
| 1. | Sequence | L | 0 1 | R.CM.04.02 |
| 2. | Author's Purpose | C | 0 1 | R.IT.04.02 |
| 3. | Draw Conclusions | I | 0 1 | R.CM.04.02 |
| 4. | Genre | C | 0 1 | R.NT.04.02 |
| 5. | Draw Conclusions | C | 0 1 | R.CM.04.01, R.CM.04.03 |
| 6. | Sequence | L | 0 1 | R.CM.04.02 |
| 7. | Draw Conclusions | I | 0 1 | R.CM.04.01, R.NT.04.03 |
| 8. | Literary Elements: Plot | I | 0 1 | R.NT.04.03 |
| 9. | Cause and Effect | I | 0 1 | R.CM.04.01 |
| 10. | Compare and Contrast | I | 0 1 | R.CM.04.01, R.CM.04.03 |
| 11. | Draw Conclusions | I | 0 1 | R.CM.04.02, R.CM.04.04 |
| A. | Constructed-Response Text-to-World Connection | | 0 1 2 | R.CM.04.01, W.GN.04.01, W.GR.04.01, W.HW.04.01 |

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| Part 2 – Reading: Comprehension (continued) | | | | |
|---|---|---|---|---|
| 12. | Sequence | L | 0 1 | R.CM.04.02 |
| 13. | Author's Purpose | C | 0 1 | R.IT.04.03 |
| 14. | Cause and Effect | I | 0 1 | R.CM.04.02, R.CM.04.03 |
| 15. | Main Idea | I | 0 1 | R.CM.04.02 |
| 16. | Draw Conclusions | I | 0 1 | R.CM.04.02, R.CM.04.03 |
| 17. | Fact and Opinion | I | 0 1 | R.CS.04.01 |
| 18. | Cause and Effect | I | 0 1 | R.CM.04.03, R.CM.04.04 |
| 19. | Draw Conclusions | I | 0 1 | R.CM.04.03 |
| 20. | Sequence | L | 0 1 | R.CM.04.02 |
| 21. | Main Idea | C | 0 1 | R.CM.04.01, R.CM.04.02 |
| 22. | Author's Purpose | C | 0 1 | R.IT.04.03 |
| B. | Constructed-Response Text-to-Text Connection | | NR** 1 2 3 4 5 6 | R.CM.04.02, R.CM.04.03, W.GR.04.01, W.HW.04.01, W.SP.04.01 |
| **Part 3 – Reading: Vocabulary** | | | | |
| 23. | Context Clues: Homonyms | | 0 1 | R.WS.04.07 |
| 24. | Context Clues: Synonyms | | 0 1 | R.WS.04.07 |
| 25. | Context Clues: Synonyms | | 0 1 | R.WS.04.07 |
| 26. | Context Clues: Synonyms | | 0 1 | R.WS.04.07 |
| 27. | Context Clues: Synonyms | | 0 1 | R.WS.04.07 |
| 28. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 29. | Context Clues: Synonyms | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 30. | Context Clues: Multiple-Meaning Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 31. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02, R.WS.04.07 |
| 32. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.07 |
| **Part 4 – Reading: Grammar, Usage, Mechanics** | | | | |
| 33. | Adjectives and Articles | | 0 1 | W.GR.04.01 |
| 34. | Adjectives and Articles | | 0 1 | W.GR.04.01 |
| 35. | Comparative and Superlative Adjectives | | 0 1 | W.GR.04.01 |
| 36. | Adverbs | | 0 1 | Previews W.GR.06.01 |
| 37. | Adjectives | | 0 1 | W.GR.04.01 |
| 38. | Adverbs | | 0 1 | W.GR.04.01 |
| 39. | Prepositions | | 0 1 | W.GR.04.01 |
| 40. | Prepositions and Prepositional Phrases | | 0 1 | W.GR.04.01 |
| **Student's Reading Total Score/Total Possible Score _____/48** | | | | |

*L = literal I = inferential C = critical analysis

**NR = not ratable

Parts 2–4 – Reading percentage score: _____ ÷ 48 = _____ × 100 = _____%

(student's total score) (percentage score)

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# Evaluation Chart: Unit 6 Benchmark Test

**Student Name** _____ **Date** _____

| Part 1 – Writing | |
|---|---|
| | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Writing Score** _____/6 | R.CM.04.01, W.GN.04.03, W.GR.04.01, W.HW.04.01, W.SP.04.01 |
| **Notes/Observations:** | |

| Parts 2–4 – Reading | | | | | |
|---|---|---|---|---|---|
| **Item** | **Tested Skill** | **Item Type*** | **Score** (circle one) | | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Part 2 – Reading: Comprehension** | | | | | |
| 1. | Graphic Sources | I | 0 | 1 | Reviews R.NT.01.04, R.IT.04.03 |
| 2. | Fact and Opinion | C | 0 | 1 | R.CS.04.01 |
| 3. | Graphic Sources | I | 0 | 1 | Reviews R.NT.01.04, R.IT.04.03 |
| 4. | Fact and Opinion | C | 0 | 1 | R.CS.04.01 |
| 5. | Compare and Contrast | L | 0 | 1 | R.CM.04.03 |
| 6. | Draw Conclusions | I | 0 | 1 | R.CM.04.02, R.CS.04.03 |
| 7. | Draw Conclusions | I | 0 | 1 | R.CM.04.02 |
| 8. | Sequence | L | 0 | 1 | R.CM.04.02 |
| 9. | Main Idea and Details | C | 0 | 1 | R.CM.04.02, R.CS.04.03 |
| 10. | Author's Purpose | C | 0 | 1 | R.IT.04.02 |
| 11. | Genre | C | 0 | 1 | R.IT.04.01 |
| A. | Constructed-Response Text-to-World Connection | | 0 | 1 2 | R.CM.04.02, R.CM.04.03, W.GR.04.01, W.HW.04.01, W.PR.04.02, W.SP.04.01, Previews W.GN.05.03 |

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| Part 2 – Reading: Comprehension (continued) | | | | |
|---|---|---|---|---|
| 12. | Sequence | L | 0 1 | R.CM.04.02 |
| 13. | Draw Conclusions | I | 0 1 | R.CM.04.01 |
| 14. | Main Idea and Details | I | 0 1 | R.CM.04.02 |
| 15. | Draw Conclusions | C | 0 1 | R.CM.04.03 |
| 16. | Draw Conclusions | I | 0 1 | R.CM.04.01 |
| 17. | Graphic Sources | I | 0 1 | R.NT.01.04 |
| 18. | Author's Purpose | C | 0 1 | R.IT.04.02 |
| 19. | Fact and Opinion | I | 0 1 | R.CS.04.01 |
| 20. | Fact and Opinion | C | 0 1 | R.CS.04.01 |
| 21. | Graphic Sources | C | 0 1 | R.NT.01.04 |
| 22. | Graphic Sources | I | 0 1 | R.NT.01.04 |
| B. | Constructed-Response Text-to-Text Connection | | NR** 1 2 3 4 5 6 | R.CM.04.02, R.CM.04.03, W.GN.04.03, W.GR.04.01, W.HW.04.01, W.SP.04.01 |
| **Part 3 – Reading: Vocabulary** | | | | |
| 23. | Context Clues: Synonyms | | 0 1 | R.WS.04.07 |
| 24. | Context Clues: Multiple-Meaning Words | | 0 1 | R.WS.04.02 |
| 25. | Context Clues: Synonyms | | 0 1 | R.WS.04.07 |
| 26. | Context Clues: Multiple-Meaning Words | | 0 1 | R.WS.04.02 |
| 27. | Context Clues: Multiple-Meaning Words | | 0 1 | R.WS.04.02 |
| 28. | Dictionary/Glossary: Unfamiliar Words | | 0 1 | R.WS.04.07 |
| 29. | Dictionary/Glossary: Unfamiliar Words | | 0 1 | R.WS.04.07 |
| 30. | Dictionary/Glossary: Multiple-Meaning Words | | 0 1 | R.WS.04.07 |
| 31. | Dictionary/Glossary: Multiple-Meaning Words | | 0 1 | R.WS.04.07 |
| 32. | Dictionary/Glossary: Unfamiliar Words | | 0 1 | R.WS.04.07 |
| **Part 4 – Reading: Grammar, Usage, Mechanics** | | | | |
| 33. | Quotation Marks | | 0 1 | Reviews W.GR.03.01 |
| 34. | Commas | | 0 1 | Reviews W.GR.03.01 |
| 35. | Capitalization | | 0 1 | W.GR.04.01 |
| 36. | Commas | | 0 1 | W.GR.04.01 |
| 37. | Quotation Marks | | 0 1 | W.GR.04.01 |
| 38. | Conjunctions and Combining Sentences | | 0 1 | W.GR.04.01 |
| 39. | Conjunctions and Combining Sentences | | 0 1 | W.GR.04.01 |
| 40. | Capitalization | | 0 1 | Reviews W.GR.02.01 |
| **Student's Reading Total Score/Total Possible Score** _____/48 | | | | |

*L = literal I = inferential C = critical analysis

**NR = not ratable

Parts 2–4 – Reading percentage score: _____ ÷ 48 = _____ × 100 = _____%

(student's total score) (percentage score)

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## Evaluation Chart: End-of-Year Benchmark Test

**Student Name** _____ **Date** _____

| Part 1 – Writing | |
|---|---|
| | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Writing Score** _____/6 | R.CM.04.01, W.GN.04.03, W.GR.04.01, W.HW.04.01, W.PR.04.01, W.PR.04.02, W.PR.04.03, W.PR.04.05, W.SP.04.01, Previews W.GN.05.03 |
| **Notes/Observations:** | |

| Parts 2–4 – Reading | | | | | |
|---|---|---|---|---|---|
| **Item** | **Tested Skill** | **Item Type*** | **Score** (circle one) | | **MICHIGAN Grade-Level Content Expectations (GLCE) for English Language Arts** |
| **Part 2 – Reading: Comprehension** | | | | | |
| 1. | Compare and Contrast | L | 0 | 1 | R.CM.04.02, R.IT.04.02 |
| 2. | Compare and Contrast | I | 0 | 1 | R.IT.04.02 |
| 3. | Graphic Sources | I | 0 | 1 | R.CM.04.02 |
| 4. | Fact and Opinion | I | 0 | 1 | R.CS.04.01 |
| 5. | Main Idea and Details | I | 0 | 1 | R.CM.04.02 |
| 6. | Author's Purpose | C | 0 | 1 | R.IT.04.02 |
| 7. | Draw Conclusions | I | 0 | 1 | R.CM.04.03 |
| 8. | Sequence | I | 0 | 1 | R.CM.04.02 |
| 9. | Fact and Opinion | I | 0 | 1 | R.CS.04.01 |
| 10. | Generalize | C | 0 | 1 | R.CM.04.03 |

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| Part 2 – Reading: Comprehension (continued) | | | | |
|---|---|---|---|---|
| 11. | Cause and Effect | I | 0 1 | R.CM.04.03 |
| 12. | Cause and Effect | I | 0 1 | R.CM.04.02, R.CM.04.03 |
| 13. | Draw Conclusions | I | 0 1 | R.CM.04.02, R.CM.04.03 |
| 14. | Compare and Contrast | I | 0 1 | R.CM.04.03 |
| 15. | Sequence | C | 0 1 | R.CM.04.02 |
| 16. | Author's Purpose | C | 0 1 | R.NT.04.04 |
| 17. | Literary Elements: Setting | L | 0 1 | R.NT.04.04 |
| 18. | Literary Elements: Character | I | 0 1 | R.NT.04.03 |
| 19. | Generalize | I | 0 1 | R.CM.04.03 |
| 20. | Literary Elements: Plot | I | 0 1 | R.CM.04.02, R.NT.04.01 |
| 21. | Literary Elements: Character | I | 0 1 | R.CM.04.01 |
| 22. | Sequence | L | 0 1 | R.CM.04.02 |
| A. | Constructed-Response Text-to-Text Connection | | NR** 1 2 3 4 5 6 | R.CM.04.03, W.GN.04.03, W.GR.04.01, W.HW.04.01, W.SP.04.01 |
| 23. | Author's Purpose | C | 0 1 | R.IT.04.02 |
| 24. | Sequence | I | 0 1 | R.CM.04.02 |
| 25. | Sequence | I | 0 1 | R.CM.04.02 |
| 26. | Cause and Effect | I | 0 1 | R.CM.04.03 |
| 27. | Main Idea and Details | I | 0 1 | R.CM.04.02 |
| 28. | Draw Conclusions | I | 0 1 | R.CM.04.01, CM.04.02 |
| 29. | Genre | C | 0 1 | R.IT.04.01 |
| 30. | Graphic Sources | I | 0 1 | R.IT.04.03 |
| 31. | Graphic Sources | I | 0 1 | R.IT.04.03 |
| 32. | Fact and Opinion | I | 0 1 | R.CS.04.01 |
| 33. | Draw Conclusions | I | 0 1 | R.CM.04.01, R.CM.04.03 |
| B. | Constructed-Response Text-to-Text Connection | | NR** 1 2 3 4 5 6 | R.CM.04.03, W.GN.04.03, W.GR.04.01, W.HW.04.01, W.SP.04.01 |
| **Part 3 – Reading: Vocabulary** | | | | |
| 34. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02 |
| 35. | Word Structure: Prefixes | | 0 1 | R.WS.04.02 |
| 36. | Context Clues: Multiple-Meaning Words | | 0 1 | R.WS.04.02 |
| 37. | Context Clues: Homonyms | | 0 1 | R.WS.04.07 |
| 38. | Context Clues: Unfamiliar Words | | 0 1 | R.WS.04.02 |
| 39. | Context Clues: Antonyms | | 0 1 | R.WS.04.07 |
| 40. | Context Clues: Antonyms | | 0 1 | R.WS.04.07 |

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| Part 3 – Reading: Vocabulary (continued) | | | | |
|---|---|---|---|---|
| 41. | Context Clues: Unfamiliar Words | 0 | 1 | R.WS.04.02 |
| 42. | Word Structure: Suffixes | 0 | 1 | R.WS.04.02 |
| 43. | Context Clues: Synonyms | 0 | 1 | R.WS.04.07 |
| 44. | Context Clues: Multiple-Meaning Words | 0 | 1 | R.WS.04.02 |
| 45. | Context Clues: Multiple-Meaning Words | 0 | 1 | R.WS.04.02 |
| 46. | Context Clues: Synonyms | 0 | 1 | R.WS.04.07 |
| 47. | Dictionary: Unfamiliar Words | 0 | 1 | R.WS.04.07 |
| 48. | Dictionary: Multiple-Meaning Words | 0 | 1 | R.WS.04.07 |
| **Part 4 – Reading: Grammar, Usage, Mechanics** | | | | |
| 49. | Imperative and Exclamatory Sentences | 0 | 1 | W.GR.04.01 |
| 50 | Imperative and Exclamatory Sentences | 0 | 1 | W.GR.04.01 |
| 51. | Subjects and Predicates | 0 | 1 | Previews W.GR.05.01 |
| 52. | Compound and Complex Sentences | 0 | 1 | W.GR.04.01 |
| 53. | Irregular Plural Nouns | 0 | 1 | W.GR.04.01 |
| 54. | Possessive nouns | 0 | 1 | Reviews W.GR.03.01 |
| 55. | Action and Linking Verbs | 0 | 1 | W.GR.04.01 |
| 56. | Past, Present, and Future Verb Tenses | 0 | 1 | W.GR.04.01 |
| 57. | Subject/Verb Agreement | 0 | 1 | Reviews W.GR.03.01 |
| 58. | Pronouns and Antecedents | 0 | 1 | W.GR.04.01 |
| 59. | Comparative and Superative Adjectives | 0 | 1 | W.GR.04.01 |
| 60. | Commas | 0 | 1 | Reviews W.GR.03.01 |
| **Student's Reading Total Score/Total Possible Score** | | | | _____/72 |

*L = literal I = inferential C = critical analysis

**NR = not ratable

Parts 2–4 – Reading percentage score: _____ ÷ 72 = _____ × 100 = _____%

(student's total score) (percentage score)

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# CLASS RECORD CHART

## Michigan Unit Benchmark Tests

**Teacher Name** _____ **Class** _____

| Student Name | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | | Unit 5 | | Unit 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pt 1 | Pt 2–4 | Pt 1 | Pt 2–4 | Pt 1 | Pt 2–4 | Pt 1 | Pt 2–4 | Pt 1 | Pt 2–4 | Pt 1 | Pt 2–4 |
| 1. | | | | | | | | | | | | |
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# ANSWER KEYS

## Unit 1 Benchmark Test

### Part 1 – Writing from Knowledge and Experience

**Prompt:** Students are to select one of the prompts provided and write about the theme: How the different regions and peoples of the United States reflect its greatness. The mode of writing taught in this unit is narrative.

**Scoring:** Use the Part 1 scoring rubric on page T12 to score the composition on a scale from 1 to 6.

### Part 2 – Reading: Comprehension

*Selection 1: "Let It Snow"*

**1.** C. entertain the reader with a story about a family.

**2.** D. the weather was sunnier at their new home.

**3.** C. a pair of skis.

**4.** D. find the materials.

**5.** A. taking them to the beach.

**6.** A. cheer up their mother.

**7.** D. has a kind heart.

**8.** B. the children gave their mother a gift.

**9.** A. gave a hint about the gift.

**10.** B. realistic story.

**11.** C. making a snowman in their back yard.

**A.** Use the Part 2A scoring rubric on page T13 to help you assess students' responses. Assign each response a score from 0 to 2. Sample responses for each point value appear below.

2 Example:

What I like best about snow is that I can make a snowman or a snow fort. I also like to go sledding in the snow. In addition, I like to watch snowflakes fall, and it's interesting to me that there are no two snowflakes alike.

1 Example:

I would like to play in the snow.

0 The response was inaccurate or irrelevant.

*Selection 2: "State License Plates"*

**12.** C. state license plates are as varied as the states themselves.

**13.** D. Pennsylvania.

**14.** A. "Each state in our country is special."

**15.** C. provide information about states and their license plates.

**16.** D. grouping states that have similar content on their plates.

**17.** B. the states' plates not included are similar to those that are included.

**18.** B. Illinois.

**19.** A. Ohio and North Carolina.

**20.** A. have scenic picnics.

**21.** D. providing many examples.

**22.** B. a magazine.

**B.** Use the Part 2B scoring rubric on page T14 to help you assess students' responses. Assign each response a score from 1 to 6.

A possible top response might be:

The purpose of "Let It Snow" is to entertain the reader. The children make their mother happy. The purpose of "State License Plates" is to give information about the license plates used in different states. Several license plates are described.

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**Part 3 – Reading: Vocabulary**

**23.** D. friendly.

**24.** C. products.

**25.** D. cheerful.

**26.** D. the shape of the state.

**27.** C. mostly.

**28.** C. comical.

**29.** A. to attach to something.

**30.** D. appealing.

**31.** B. to remember with sadness.

**32.** A. creative.

**Part 4 – Reading: Grammar, Usage, Mechanics**

**33.** C. exclamatory sentence

**34.** A. declarative sentence

**35.** B. complex sentence

**36.** A. simple sentence

**37.** A. Emily filled the jar with baby oil, and Morgan added a bit of glitter.

**38.** D. After Pennsylvania put its Web site on its plate, other states did too.

**39.** A. Rhode Island

**40.** D. is shown with stars and musical notes

## Unit 2 Benchmark Test

**Part 1 – Writing from Knowledge and Experience**

**Prompt:** Students are to select one of the prompts provided and write about the theme: The value of work and play. The mode of writing taught in this unit is expository.

**Scoring:** Use the Part 1 scoring rubric on page T12 to score the composition on a scale from 1 to 6.

**Part 2 – Reading: Comprehension**

*Selection 1: "All American Berry"*

**1.** D. blueberries.

**2.** D. used blueberries in many ways.

**3.** C. sweeter.

**4.** A. The blueberry deserves the title of all-American berry.

**5.** B. adding the blueberries.

**6.** C. just after you add the cornmeal.

**7.** B. lets the reader share the settlers' experience.

**8.** A. North America produces most of the world's blueberries.

**9.** C. students.

**10.** B. present information about blueberries.

**11.** D. nonfiction.

**A.** Use the Part 2A scoring rubric on page T13 to help you assess students' responses. Assign each response a score from 0 to 2. Sample responses for each point value appear below.

2 Example:

You should read through the entire recipe so that you'll know if you have everything to cook with. You will also get an idea of how much time it will take.

1 Example:

You should always read the entire recipe before you begin to cook. I always do.

0 The response was inaccurate or irrelevant.

*Selection 2: "Grand Opening of Town Playground"*

**12.** D. the people of Pine Lake built a new playground together.

**13.** A. a local newspaper.

**14.** D. The town planned the playground.

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15. D. leveled the ground.
16. C. a group of students.
17. B. six months.
18. D. cooperation.
19. C. actual building of the playground.
20. A. quotes from people involved.
21. D. Pine Lake residents and businesses.
22. B. get people excited about the idea.

**B.** Use the Part 2B scoring rubric on page T14 to help you assess students' responses. Assign each response a score from 1 to 6.

A possible top response might be: They both shared their knowledge and talents. The American Indians knew about using blueberries and shared this information with the settlers. The people of Pine Lake shared their talents and labor to make the playground possible.

**Part 3 – Reading: Vocabulary**

23. B. has always been here.
24. D. improve.
25. B. nation.
26. D. yearly.
27. D. fix.
28. D. not drained.
29. B. tourist.
30. D. put in a can.
31. B. using up.
32. B. not able to help.

**Part 4 – Reading: Grammar, Usage, Mechanics**

33. C. members.
34. C. idea.
35. D. shelves.
36. B. sky.
37. A. mouse.
38. C. businesses.
39. B. Sue Wing's design.
40. B. The playground design used the children's ideas.

## Unit 3 Benchmark Test

**Part 1 – Writing from Knowledge and Experience**

**Prompt:** Students are to select one of the prompts provided and write about the theme: Patterns in nature. The mode of writing taught in this unit is descriptive.

**Scoring:** Use the Part 1 Scoring Rubric on page T12 to score the composition on a scale from 1 to 6.

**Part 2 – Reading: Comprehension**

*Selection 1: "Snowflakes"*

1. C. share feelings and facts about snowflakes.
2. B. you notice the ways they are not alike.
3. B. start readers thinking about snowflakes.
4. B. nonfiction.
5. B. beauty.
6. D. running a mile outside for exercise.
7. B. has studied snowflakes for a long time.
8. D. give an example of small differences.
9. C. an interest in how they look.
10. A. we should enjoy snowflakes for what they are.
11. C. is a scientist.

**A.** Use the Part 2A scoring rubric on page T13 to help you assess students' responses. Assign each response a score from 0 to 2. Sample responses for each point value appear below.

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2 Example:

Snowflakes are beautiful to me. I have looked at them with a magnifying glass, and I agree with the author that they are amazing pieces of art.

1 Example:

I think snowflakes are very pretty.

0 The response was inaccurate or irrelevant.

*Selection 2: "Blending In"*

**12.** C. a forest animal.

**13.** B. do not want to be seen.

**14.** A. talking to each other.

**15.** B. many animals use camouflage to hide from their enemies.

**16.** C. looks like a twig.

**17.** C. give reasons why animals use camouflage.

**18.** D. colors.

**19.** C. because of the seasons.

**20.** A. a survival strategy.

**21.** B. blend into its surroundings.

**22.** A. remain very still.

**B.** Use the Part 2B scoring rubric on page T14 to help you assess students' responses. Assign each response a score from 1 to 6.

A possible top response might be:

If we look very closely at snowflakes, we can see that they are not exactly the same. If we look closely while we are in the woods, we may see animals that try to blend in by using camouflage.

**Part 3 – Reading: Vocabulary**

**23.** A. fur.

**24.** D. All your answers were right.

**25.** A. charming.

**26.** C. a polar bear's white fur.

**27.** D. ful.

**28.** D. wonderful.

**29.** A. notice.

**30.** B. not.

**31.** B. changes to a gas.

**32.** B. a measure of length.

**Part 4 – Reading: Grammar, Usage, Mechanics**

**33.** C. sweep

**34.** C. shrugged

**35.** D. is enjoying

**36.** C. are

**37.** A. John explores the room and finds his keys.

**38.** D. They had spun the big wheel three times.

**39.** A. Will you please point out the correct answer?

**40.** C. He kicked the football over the fence.

## Unit 4 Benchmark Test

**Part 1 – Writing from Knowledge and Experience**

**Prompt:** Students are to select one of the prompts provided and write about the theme: Searching for explanations to puzzles and mysteries. The mode of writing taught in this unit is narrative.

**Scoring:** Use the Part 1 scoring rubric on page T12 to score the composition on a scale from 1 to 6.

**Part 2 – Reading: Comprehension**

*Selection 1: "Hawk Identification"*

**1.** B. are less social than sharp-shinned hawks.

**2.** C. shape of their tails.

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3. C. telling these hawks apart takes a lot of bird-watching time.
4. C. nonfiction.
5. C. their tails look the same when they sit.
6. B. the females are larger than the males.
7. D. shapes.
8. D. studying an example of each species as they sit in the same tree.
9. C. why it is so hard to tell two kinds of hawks apart.
10. D. paragraph five.
11. B. detailed.

**A.** Use the Part 2A scoring rubric on page T13 to help you assess students' responses. Assign each response a score from 0 to 2. Sample responses for each point value appear below.

2 Example:

The person would need to like details and would need to be patient. The person should not be easily discouraged and should be determined enough to spend a lot of time in the field.

1 Example:

They should be quiet.

0 The response was inaccurate or irrelevant.

*Selection 2: "The Hunt"*

12. B. show how Lopa's important day began.
13. B. waiting and watching.
14. B. had no weapons.
15. C. learn the habits of animals.
16. B. had not seen boats like these before.
17. D. the animals were scared off by the strangers.
18. B. brought things Lopa and Daka had never seen before.
19. D. Daka was calmer.
20. B. high above the strangers.
21. C. it was getting late.
22. D. watching the strangers.

**B.** Use the Part 2B scoring rubric on page T14 to help you assess students' responses. Assign each response a score from 1 to 6.

A possible top response might be: In "Hawk Identification" the author teaches the things to look for in order to tell two kinds of hawks apart. In "The Hunt," the grandfather is teaching his grandson how to hunt by watching the animals closely.

**Part 3 – Reading: Vocabulary**

23. D. blades.
24. A. cliff.
25. C. quieter.
26. D. animals.
27. B. different.
28. D. gentle.
29. A. of course.
30. D. amateurs.
31. D. the feathers of a bird.
32. C. tell apart.

**Part 4 – Reading: Grammar, Usage, Mechanics**

33. A. Joe and me
34. D. them
35. B. She and I
36. B. he
37. A. who
38. A. When it's hot outside, the babies cry.
39. D. Todd and Jay had mud on their shoes.
40. D. They were happy.

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## Unit 5 Benchmark Test

### Part 1 – Writing from Knowledge and Experience

**Prompt:** Students are to select one of the prompts provided and write about the theme: Looking for adventure. The mode of writing taught in this unit is persuasive.

**Scoring:** Use the Part 1 scoring rubric on page T12 to score the composition on a scale from 1 to 6.

### Part 2 – Reading: Comprehension

*Selection 1: "A New Start"*

**1.** B. Sarah's father built a windmill.

**2.** C. tell what life was like for pioneers.

**3.** D. why the family began by building a windmill.

**4.** B. historical fiction.

**5.** C. winter storms.

**6.** C. Sarah's neighbors gave Sarah's family fresh eggs.

**7.** D. learned many new things moving west.

**8.** D. people used what they had.

**9.** A. they would be pricked by thorns.

**10.** B. provided protection.

**11.** D. almost flat and covered with sod.

**A.** Use the Part 2A scoring rubric on page T13 to help you assess students' responses. Assign each response a score from 0 to 2. Sample responses for each point value appear below.

2 Example:

People can help their neighbors with shopping or chores. They can volunteer to help out at fund raisers, like bake sales. People can join neighborhood watch groups or a volunteer fire department.

1 Example:

People could help each other with errands.

0 The response was inaccurate or irrelevant.

*Selection 2: "The Vine That Ate the South"*

**12.** C. kudzu was brought to the United States.

**13.** D. interest the reader with humor.

**14.** A. is a climbing vine that grows very quickly.

**15.** B. how people use the vine.

**16.** A. People should not plant any more of it.

**17.** C. an encyclopedia.

**18.** D. die.

**19.** C. can cause problems.

**20.** D. scientists looked for ways to kill it.

**21.** B. "The Foot-A-Day Vine."

**22.** A. teach the history of kudzu in the United States.

**B.** Use the Part 2B scoring rubric on page T14 to help you assess students' responses. Assign each response a score from 1 to 6.

A possible top response might be: In both selections, people make the best of their situations. In both selections, they do this by making use of the things that are found in their surroundings. For example, in "A New Start," Sarah's family uses sod to make a house in a place where there is very little timber. In "The Vine That Ate the South," some people use kudzu to feed goats, and then they sell the goat's milk and wool.

### Part 3 – Reading: Vocabulary

**23.** A. shrubs, bushes, and small trees.

**24.** C. start.

**25.** D. creeks.

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**26.** C. wood and timber.

**27.** B. hard.

**28.** C. small, closed yard.

**29.** D. not planned.

**30.** A. named.

**31.** B. force out of the ground.

**32.** D. earth and soil.

**Part 4 – Reading: Grammar, Usage, Mechanics**

**33.** C. The actor won an Oscar.

**34.** D. a hour

**35.** A. Tina is the smartest girl in my class.

**36.** D. an adverb.

**37.** B. an adjective.

**38.** C. She sang sweetly.

**39.** A. a preposition.

**40.** C. prepositional phrase.

## Unit 6 Benchmark Test

**Part 1 – Writing from Knowledge and Experience**

**Prompt:** Students are to select one of the prompts provided and write about the theme: Achieving goals and dreams. The prompts target a variety of modes of writing taught during the year.

**Scoring:** Use the Part 1 scoring rubric on page T12 to score the composition on a scale from 1 to 6.

**Part 2 – Reading: Comprehension**

*Selection 1: "From Trash to Treasure"*

**1.** D. glass.

**2.** A. It is better to turn our trash into things that can be used.

**3.** C. there are at least two different kinds of plastic.

**4.** D. an encyclopedia.

**5.** A. made from plastic.

**6.** C. plastic can't be used again.

**7.** A. make sorting for recycling easier.

**8.** B. made into cloth.

**9.** D. "Making Old Plastic New Again."

**10.** C. explain how plastic is made into new things.

**11.** B. an expository article.

**A.** Use the Part 2A scoring rubric on page T13 to help you assess students' responses. Assign each response a score from 0 to 2. Sample responses for each point value appear below.

2 Example:

People are more concerned about recycling now than people from the past because we know more now than we used to. We understand that we are using up the Earth's supplies and we need to be more careful. Recycling is good because it helps to save some of the Earth's supplies.

1 Example:

People should recycle because it helps the environment.

0 The response was inaccurate or irrelevant.

*Selection 2: "Harriet Tubman: Making a Difference"*

**12.** C. suffered a head injury.

**13.** A. needed to work secretly in order to stay safe.

**14.** D. how the Underground Railroad worked.

**15.** A. wanted slavery to end.

**16.** C. courageous.

**17.** B. Pennsylvania and New Jersey.

**18.** D. tell the reader about Tubman's life.

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**19.** D. she was a brave woman who used her wits to fool her enemies.

**20.** C. a biography.

**21.** B. she wanted to decrease the chance of being captured.

**22.** B. 2 states.

**B.** Use the Part 2B scoring rubric on page T14 to help you assess students' responses. Assign each response a score from 1 to 6.

A possible top response might be: "From Trash to Treasure" tells how plastic can be made into fleece. This makes things better because we save resources. "Harriet Tubman" is about how Tubman made things better for her family and friends by helping them escape to freedom.

**Part 3 – Reading: Vocabulary**

**23.** A. articles.

**24.** D. make.

**25.** B. fabric and cloth.

**26.** B. a place people go to for a particular purpose.

**27.** B. an area of ground.

**28.** D. storybook—straw.

**29.** C. a noun and a verb.

**30.** D. definition 5.

**31.** B. remained.

**32.** B. accidental—acidity.

**Part 4 – Reading: Grammar, Usage, Mechanics**

**33.** B. "What time is dinner?" she asked.

**34.** D. Yes, I guess I should go now.

**35.** C. He's a member of the Roseville Club.

**36.** A. Dorene, will you help me please?

**37.** D. She wrote a story called "Amelia's Adventures."

**38.** A. It was raining, but we went outside anyway.

**39.** D. Tony took a book off the shelf and began to read.

**40.** B. mister

## End-of-Year Benchmark Test

**Part 1 – Writing from Knowledge and Experience**

**Prompt:** Students are to select one of the prompts provided and write about the theme: People share ideas in many different ways. The prompts target a variety of modes of writing taught during the year.

**Scoring:** Use the Part 1 scoring rubric on page T12 to score the composition on a scale from 1 to 6.

**Part 2 – Reading: Comprehension**

*Selection 1: "Sejong the Great"*

**1.** A. hangul has more vowels than English.

**2.** C. like.

**3.** B. a consonant.

**4.** D. Sejong was a great ruler of Korea.

**5.** C. it was difficult to make hangul the official writing system of Korea.

**6.** C. tell about the influence of a king on his country.

**7.** A. people were used to a different system of writing.

**8.** B. people used hangul widely after 1945.

**9.** B. Sejong was the fourth king of the Yi dynasty.

**10.** D. Sejong invented the Korean system of writing.

**11.** B. China had influenced Korea for a long time.

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*Selection 2: "The Secret Code"*

**12.** B. the note was written in code.

**13.** A. he wanted to learn more about plants.

**14.** A. Lydia liked to read more than Avi did.

**15.** B. finally.

**16.** B. entertain with a story about two children.

**17.** D. in a clubhouse.

**18.** C. caring.

**19.** B. it's fun to communicate with friends.

**20.** C. Avi figured out the made-up language.

**21.** B. intelligent.

**22.** B. Lydia and Avi agreed to use the new code to write notes.

**A.** For this End-of-Year test only, use the Part 2B scoring rubric on page T14 to help you assess students' responses. Assign each response a score from 1 to 6.

A possible top response might be: The selections are alike in that they both have to do with people inventing new languages. However, "Sejong the Great" is a biography that tells about a real king who invented a real language called hangul. "The Secret Code" is a fictional story about two kids who make up a language to write notes to each other.

*Selection 3: "Going to Tiger Mountain"*

**23.** C. help students and parents prepare for a trip.

**24.** A. having lunch at the top of the mountain.

**25.** B. after.

**26.** D. knows the trail well.

**27.** D. should prepare for the trip by packing carefully.

**28.** B. it may start to rain.

**29.** C. Sincerely.

**30.** D. waterfalls.

**31.** C. east.

**32.** A. So far, twenty-two students have signed up for the trip.

**33.** C. they need to become familiar with the trail.

**B.** Use the Part 2B scoring rubric on page T14 to help you assess students' responses. Assign each response a score from 1 to 6.

A possible top response might be: The purpose of the notes in "The Secret Code" is to communicate in a fun way. Avi and Lydia are friends, and they write to each other to show they like each other. In "Going to Tiger Mountain," Ms. Ramirez writes the letter to tell students how to prepare for a field trip.

**Part 3 – Reading: Vocabulary**

**34.** C. attacked.

**35.** A. again.

**36.** D. a journey.

**37.** B. things arranged in a line.

**38.** B. knew.

**39.** D. familiar.

**40.** B. unimportant.

**41.** D. mean.

**42.** A. enjoyable.

**43.** C. suggest.

**44.** D. shown.

**45.** B. protect.

**46.** B. coming with.

**47.** A. a noun and a verb.

**48.** A. definition 1.

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**Part 4 – Reading: Grammar, Usage, Mechanics**

**49.** B. Please hand me the salsa.

**50.** A. How beautiful the mountains look!

**51.** B. festival.

**52.** C. When it is warm, we wear shorts.

**53.** C. Joshua is one of the boys in the band.

**54.** A. The nurses' station is empty.

**55.** A. We were good friends.

**56.** D. I wrote a note to him that morning.

**57.** C. I was awake.

**58.** C. the letter.

**59.** D. She did a better job than Sylvia.

**60.** A. I packed a hat, some gloves, and a book.

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# OPTIONAL — FLUENCY CHECKS OR RUNNING RECORDS

## How to Administer and Score a Fluency Test

A fluency test measures a student's reading rate, or the number of words correctly read per minute (wcpm), on grade-level text the student has not seen before. Give the student a copy of the Student Copy of the selection for the test and make a copy of the Teacher Copy for yourself, noting the formula for calculation at the bottom of the page. (The Teacher Copy has a scale of running numbers to make it easier for you to know how many words the student read during the fluency check, while the selections in the student edition do not have the numbers.) Make sure you have put the student's name and the test date at the top of your copy of the selection. Have a watch or clock with a second hand available for timing the reading.

Have the student read the text aloud. Do not have the student read the title as part of the fluency reading; it is not included in the running word count. (You may want to tape-record the student's reading for later evaluation.) Stop the student at exactly one minute and note precisely where the student stopped.

As the student reads orally, on your copy of the text, mark any miscues or errors the student makes during the reading (see the chart on page T46). Count the total number of words the student read in one minute. Subtract any words the student read incorrectly. Record the words correct per minute score on the test.

**The formula is:** Total # of words read – # of errors = words correct per minute (wcpm).

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## How to Identify Reading Miscues/Errors

Using the selection on page T47, the chart below shows the kinds of miscues and errors to look for as a student reads aloud and the notations to use to mark them.

| Reading Miscue | Notations |
|---|---|
| **Omission**<br>The student omits words or word parts. | You can whip up ⓐ batter in a matter of minutes. |
| **Substitution**<br>The student substitutes words or parts of words for the words in the text. | First, mix a tablespoon of baking powder ~~with~~ *and* a half cup of flour. |
| **Insertion**<br>The student inserts words or parts of words that are not in the text. | The name depends on where you live *too*. |
| **Mispronunciation/Misreading**<br>The student pronounces or reads a word incorrectly. | This all-American food is *delicate* delicious and easy to make. |
| **Hesitation**<br>The student hesitates over a word and the teacher provides the word. | But they go by other names as well including *H* griddle cakes, and hot cakes. |
| **Self-correction**<br>The student reads a word incorrectly but then corrects the error. | Slowly mix the dry ingredients (SC) with the wet ones. |

## Notes

- If the student hesitates over a word, wait several seconds before telling the student what the word is.
- If a student makes the same error more than once, count it as only one error.
- Self-correction is not counted as an actual error. However, writing "SC" over the word or words will help you identify words that give the student some difficulty.

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## Sample Fluency Test

Here is the selection marked as shown on the chart on the previous page. As the student reads the selection aloud to you, mark miscues and errors. Have the student read for exactly one minute, and then mark the last word the student reads.

Student Name Susan Date 9/4/2009

### Flapjacks

You may know them as flapjacks. But they go by other names as well, including 15
H too
griddle cakes and hot cakes. The name depends on where you live. Still, most 29
Americans know a pancake when they see one. 37

delicate
This all-American food is delicious and easy to make. You can whip up a batter 52
in a matter of minutes. All you need is milk, an egg, butter, flour, baking powder, 68
and oil. 70

and
First, mix a tablespoon of baking powder ~~with~~ a half cup of flour. Next beat 85
together the egg with a half cup of milk and a quarter cup of oil. Slowly mix the dry 104
(SC)
ingredients with the wet ones. 109

Now your batter is ready. Heat up a large frying pan and add two tablespoons 124
of butter. Pour spoonfuls of batter into the melted butter. Let the pancakes fry until 139
they are golden brown on the bottom. Flip them over and brown them on the other 155
side. Serve the pancakes hot with maple syrup, honey, or jam. 166

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## Interpreting the Results

According to published norms for oral reading fluency, students at the end of Grade 4 should be reading fluently at 130 words correct per minute in text that is on grade level. This chart gives recommended progress toward that goal.

| End of Unit/Grade | | Reading Rate (wcpm) |
|---|---|---|
| Grade 4 | Unit 1 | 95 to 105 |
| Grade 4 | Unit 2 | 100 to 110 |
| Grade 4 | Unit 3 | 105 to 115 |
| Grade 4 | Unit 4 | 110 to 120 |
| Grade 4 | Unit 5 | 115 to 125 |
| Grade 4 | Unit 6 | 120 to 130 |
| End-of-Year Goal | | 130 |

If a student's reading rate is lower than the suggested progress toward the standard for his or her grade level, your notes on the student's miscues may help you determine why the rate is low. Does the student make errors that indicate his or her decoding skills are poor? If so, further instruction in phonics may be needed. Do the errors reflect a lack of comprehension or limited vocabulary? In that case, instruction in comprehension strategies and exposure to more vocabulary words may help. A lack of fluency may indicate a lack of exposure to models of fluent oral reading. It may also mean that the child isn't reading enough material at his or her reading level.

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## How to Take a Running Record

A Running Record is an assessment of oral reading accuracy and oral reading fluency. A student's reading accuracy is based on the number of words read correctly. This measure is determined by an analysis of the errors a student makes—a miscue analysis. Reading fluency is based on reading rate (the number of words read per minute) and the degree to which the student reads with a "natural flow."

A Running Record may be taken using any reading selection at any time. However, the most valid and reliable assessment fulfills these requirements: (1) the text is appropriate to the student's reading level and interest; and (2) the text is unfamiliar to the student. The selections in this section are well-suited for use as either a Fluency Test or with a Running Record because they fit these requirements. For additional oral reading accuracy and fluency checks that involve a Running Record, you may choose other selections from grade-level appropriate texts.

The Running Record may be used to verify instructional decisions suggested by other assessments, such as a Placement or Benchmark Test. It may also be used to identify a student's particular strengths and weaknesses in reading and language development. In addition, the Running Record may be administered periodically throughout the year as a means of monitoring student progress.

Measuring oral reading accuracy and oral reading fluency may be accomplished in a single reading, but two different operations are required. The guidelines on pages T50 and T51 explain how to determine each measurement.

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## How to Measure Oral Reading Accuracy

1. Choose an appropriate grade-level text of about 100 to 200 words, or use those selections that have been provided for use as a Fluency Test.
2. Make copies of the text—one of the Student Copy for the student and one of the Teacher Copy for you. If the text appears in a book, you may have the student read the text from the book.
3. Give the text to the student and have the student read the text aloud. (You may want to tape-record the student's reading for later evaluation. This approach can be especially helpful if you are timing the student's reading or conducting other assessments at the same time.)
4. Your hand should always be "running" on your copy of the text. Put a checkmark above every word the student reads correctly. Mark any miscues or errors the student makes during the reading (see the explanation of reading miscues/errors for Fluency Tests beginning on page T45).
5. Count the total number of errors the student makes and find the percentage score for the number of errors. If you are using a fluency/running record selection from this book, the total word count is indicated for each selection and a table for determining a percentage score is provided.
6. If you are using a text from a different source, use this formula to get a percentage score:

$$\frac{\text{Total \# of words minus \# of errors}}{\text{Total \# of words}} \times 100 = \text{percentage score}$$

**Example:** Suppose a student reads a text of 110 words and makes 6 errors.

$$\frac{110 - 6 = 104 \text{ words}}{110} = 0.945 \qquad 0.945 \times 100 = 94.5\% \text{ (round to 95\%)}$$

The percentage score indicates the student's oral reading accuracy (percentage of words in the selection read correctly).

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## How to Measure Reading Rate

Reading rate is generally defined as number of words per minute (wpm). To determine the reading rate, follow steps 1-3 as described above. Note the exact time when the student begins reading and the time when he or she finishes.

To calculate the number of words per minute, use the formula below:

$$\frac{\text{Total \# of words read}}{\text{\# of seconds}} \times 60 = \text{words per minute}$$

**Example:** Suppose a student reads a selection of 120 words in 90 seconds.

$$\frac{120}{90} = 1.33 \text{ (round to hundredths)}$$

$1.33 \times 60 = 79.8$ words per minute (round to 80 wpm)

## Interpreting the Results

**For oral reading accuracy, use the following criteria:**

- A student who reads 98% – 100% of the words correctly is reading at an independent level and may need more challenging texts.
- A student who reads 91% – 97% of the words correctly is reading at an instructional level and will likely benefit from guided on-level instruction in the regular program.
- A student who reads with an accuracy of 90% or less is reading at a frustration level and may benefit most from targeted instruction with lower-level texts or strategic intervention.

For any student whose Running Record results are not clearly definitive, we recommend administering additional individual assessments, such as classroom observations and anecdotal records. For more information about other assessments, refer to the *Assessment Handbook.*

On the following pages you will find selections that may be used for either fluency or running record tests. Both a Teacher Copy and a Student Copy have been provided.

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**Student Name** _____ **Date** _____

## Retelling of the Deer and the Hunter
## Aesop's Fable

One day, a deer went for a drink at a clear pond. He bent down to take a drink, and he saw himself in the water. He noticed his large horns. He said, "Oh, what great horns I have. They make me look like a king! Yet, look at my legs. They are so thin. What a shame to waste this beautiful crown on a creature with such weak legs." 19 35 53 69 70

Just then a hunter came close to the pond. He shot an arrow at the deer. The arrow flew by the deer's head, barely missing him. At once, the deer darted away. His light legs made him fast. He dashed into a nearby forest. The deer was not watching where he was going. He was keeping an eye on the hunter. The deer was almost out of sight. Then the deer's horns got tangled in some low branches. The hunter was getting closer. Now the deer's grand horns put him in danger. 87 102 118 134 149 162

The deer was stuck in the trees. He started shaking his head, hoping that he could free himself. The hunter was heading straight toward the deer. The deer was frightened. 177 191 192

"What a pity!" cried the deer. "What we dislike about ourselves is often what is most useful to us." 207 211

**Fluency Test**

[ ] – [ ] = [ ] (wcpm)

---

**Running Record**

Oral Reading Accuracy:

$$\frac{\square - \square}{\square} \times 100 = \square\ \%$$

Reading Rate:

$$\frac{\square}{\square} \times 60 = \square \text{ (wpm)}$$

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"What a pity!" cried the deer. "What we dislike about ourselves is often what is most useful to us."

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**Student Name** _____ **Date** _____

## Running Water

| | |
|---|---|
| We are lucky to have running water in our homes. The early settlers of the United States were not so lucky. Their houses did not have running water. People carried all their drinking water from wells or springs. Carrying water was not work for the weak! A gallon of water weighs about eight pounds. In larger settlements, merchants hauled wooden barrels filled with water on wagons and sold it. | 15<br>29<br>42<br>57<br>69 |
| As more people moved into towns, finding clean water became difficult. Dirty dish and bath water were poured outside. Soon, the ground water became unsafe to drink. In the late 1600s, many public drinking wells were dug. People knew the water from these wells was safe to drink. For a cost, someone would bring safe drinking water to your home. | 81<br>94<br>109<br>124<br>129 |
| In the 1700s, a new kind of water design was introduced in New York City. Wood logs were carved out in the middle to form wooden pipes. Water from ponds traveled through the logs into the city. | 144<br>159<br>166 |
| By the middle of the 1800's, iron pipes were used. These pipes allowed water to travel great distances. Some of the water traveled forty miles. At first, only a few houses had water taps or sinks. But it did not take long for most people to have indoor water pipes. Running water is a wonderful luxury. | 180<br>195<br>213<br>222 |

**Fluency Test**

$$\square - \square = \square \text{ (wcpm)}$$

---

**Running Record**

Oral Reading Accuracy:

$$\frac{\square - \square}{\square} \times 100 = \square\,\% \qquad \frac{\square}{\square} \times 60 = \square \text{ (wpm)}$$

Reading Rate:

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**Student Name** _____ **Date** _____

## Naming the Foal

| | |
|---|---|
| Heather tiptoed into the barn to look at the new foal. Heather's favorite horse, | 14 |
| Ruby, had just given birth. The sweet smell of hay and horses always reminded her | 29 |
| of summer. Heather spent most of her summer days riding horses. In the afternoons, | 43 |
| she would help her father clean the stalls. She always had juicy apples to pass out | 59 |
| as treats. But welcoming new foals into the world was Heather's favorite job. | 72 |
| Heather's father had spent all night with Ruby, and he was inside now, resting. | 86 |
| He had woken Heather up bright and early to tell her about the foal. | 100 |
| "Rise and shine!" he said. "I want you to go quietly into the barn. Ruby's baby | 116 |
| is here. She will need a name, but you have to see how beautiful she is before you | 134 |
| name her." | 136 |
| "A girl?" Heather asked. "I only have boys' names—but I'm sure a name will | 151 |
| come to me once I see her." | 158 |
| When Heather looked into Ruby's stall, she saw the baby horse. The foal could | 172 |
| barely stand on her wobbly legs. She was a beauty. Her coat was midnight black, | 187 |
| and she had a white mark on her forehead. Her long eyelashes covered her dark | 202 |
| eyes. Heather looked deep into her eyes and said, "Estrella. It means *"star"* in | 216 |
| Spanish—to match the diamond on your crown." The foal nodded her head | 229 |
| in approval. | 231 |

**Fluency Test**

☐ – ☐ = ☐ (wcpm)

---

**Running Record**

Oral Reading Accuracy:

$$\frac{\square - \square}{\square} \times 100 = \square\ \%$$

Reading Rate:

$$\frac{\square}{\square} \times 60 = \square \text{ (wpm)}$$

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**Student Name** _____ **Date** _____

## From First Lady to Snack Cakes

One of the most-admired First Ladies in the United States is Dolley Madison. She was born in 1768 in North Carolina. Her parents were Quakers, and she grew up with firm rules. At age 22, she married a lawyer, but sadly, he died from yellow fever a few years later. 13 28 45 50

Then Dolley met James Madison. Soon they were married, and Mrs. Madison decided to give up her Quaker way of life. She started wearing fancy dresses and became a great hostess. James Madison became Secretary of State under Thomas Jefferson. When Jefferson's wife passed away, Dolley became the White House hostess. She had a gift of being gracious. 62 77 89 100 108

Madison became the fourth President of the United States, and Dolley became the ideal First Lady. She had weekly parties and loved to serve ice cream! She was the first to decorate the White House. When the British took over Washington D.C. during the War of 1812, she saved a lot of furniture and a painting of George Washington. She also saved important historical papers. 120 135 149 166 173

Dolley's style and charm made her admired. She had an image as a wonderful hostess, and her name meant good food and great parties. Several companies through the years have used her name to sell their products. There are Dolly Madison snack cakes. At one time there was even Dolly Madison Ice Cream. With such delicious treats still around, it will be hard to forget Dolley Madison. 187 199 213 227 240

**Fluency Test**

☐ – ☐ = ☐ (wcpm)

---

**Running Record**

Oral Reading Accuracy:

$$\frac{\square - \square}{\square} \times 100 = \square\,\%$$

Reading Rate:

$$\frac{\square}{\square} \times 60 = \square \text{ (wpm)}$$

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**Student Name** _____ **Date** _____

## A Farewell Gift

"I wish I were going with you!" cried Alice. 9

Her best friend looked at her and waved good-bye. "Take care of Boots for me!" Mary answered. 24 26

Alice held the small cat close to her chest, as she did not want Boots to chase after Mary. A city cat would be unlikely to survive the covered-wagon trip out west, so Boots had a new owner. Alice couldn't believe she would never see Mary again, but Mary had promised she would write often. 43 58 73 81

Mary settled into the back of the covered wagon, thinking about the pioneers who had already traveled west to settle in California. Wagons could break down, and there would be snowstorms and electrical storms. She had read stories about how dangerous it was crossing the Mississippi River and the Rocky Mountains. She wondered if they would encounter any Indians. Then Mary thought about leaving Alice and Boots behind, and a tear ran from her eye. 94 107 120 133 145 156

"I have something from Alice," her mother said. "She wanted me to give it to you after we left." 171 175

Mary carefully opened a small package and found an odd-looking stuffed toy inside. It looked as though Alice had cut up several of her stuffed animals and reassembled parts of them to make a replica of Boots. It looked just like him, with four black paws and a red ribbon around its neck! Mary hugged the animal and felt content. Now both Alice and Boots could comfort her on her journey. Mary opened her journal and began writing Alice a letter. 187 202 218 234 248 256

**Fluency Test**

$\square - \square = \square$ (wcpm)

---

**Running Record**

Oral Reading Accuracy:

$$\frac{\square - \square}{\square} \times 100 = \square\,\%$$

Reading Rate:

$$\frac{\square}{\square} \times 60 = \square \text{ (wpm)}$$

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"I wish I were going with you!" cried Alice.

Her best friend looked at her and waved good-bye. "Take care of Boots for me!" Mary answered.

Alice held the small cat close to her chest, as she did not want Boots to chase after Mary. A city cat would be unlikely to survive the covered-wagon trip out west, so Boots had a new owner. Alice couldn't believe she would never see Mary again, but Mary had promised she would write often.

Mary settled into the back of the covered wagon, thinking about the pioneers who had already traveled west to settle in California. Wagons could break down, and there would be snowstorms and electrical storms. She had read stories about how dangerous it was crossing the Mississippi River and the Rocky Mountains. She wondered if they would encounter any Indians. Then Mary thought about leaving Alice and Boots behind, and a tear ran from her eye.

"I have something from Alice," her mother said. "She wanted me to give it to you after we left."

Mary carefully opened a small package and found an odd-looking stuffed toy inside. It looked as though Alice had cut up several of her stuffed animals and reassembled parts of them to make a replica of Boots. It looked just like him, with four black paws and a red ribbon around its neck! Mary hugged the animal and felt content. Now both Alice and Boots could comfort her on her journey. Mary opened her journal and began writing Alice a letter.

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**Student Name** _____ **Date** _____

## Ride in Space

| | |
|---|---|
| She was strapped into the space shuttle *Challenger*, excited about lift-off. Within seconds, Sally Ride would be the first American woman in space. | 11<br>23 |
| Sally Ride was born in California. Her first dream was to become a great tennis player. She practiced hard, but she knew that tennis would not be her career. Sally decided to go to college and study science, her second love. | 38<br>53<br>64 |
| When Sally finished school, she saw an ad in the newspaper. NASA was looking for astronauts. This sounded interesting to her, so she applied for the job. Thousands of people were also interested in the job. Only thirty-five people were chosen and five of those were women. Sally Ride was one of them. | 77<br>91<br>104<br>117 |
| First, Sally needed training to become an astronaut. She learned about gravity and being weightless. She practiced jumping with a parachute and surviving in the water. She also learned about the space shuttle. | 129<br>142<br>150 |
| The day finally arrived. On June 18, 1983, Sally Ride boarded *Challenger,* ready for her first mission. Once in space, she did experiments. She worked the spacecraft's robot arm. She used hand controls to work the arm. | 162<br>176<br>187 |
| Sally was in space six days. She slept while floating! The body has no weight in space, so it floats. Space food is bland, but she brought some peanut butter and bread. A year later, Sally took another ride in *Challenger.* | 202<br>218<br>228 |
| Today, Dr. Sally Ride teaches. She also writes children's books. *To Space and Back* is her book about her experience. Dr. Ride still helps with the space program and encourages young students to get interested in science. | 241<br>256<br>265 |

**Fluency Test**

☐ – ☐ = ☐ (wcpm)

---

**Running Record**

Oral Reading Accuracy:

$$\frac{\square - \square}{\square} \times 100 = \square\,\%$$

Reading Rate:

$$\frac{\square}{\square} \times 60 = \square \text{ (wpm)}$$

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## Ride in Space

She was strapped into the space shuttle *Challenger*, excited about lift-off. Within seconds, Sally Ride would be the first American woman in space.

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NAME _____

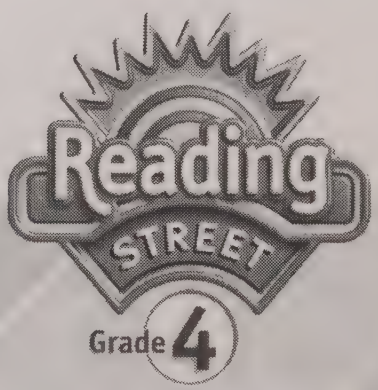
DATE _____

Scott Foresman

# Michigan Unit and End-of-Year Benchmark Tests

## in MEAP Test Format

### Unit 1 – This Land Is Your Land

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1 2 3 4 5 6 7 8 9 10 V031 14 13 12 11 10 09 08 07 06 05

ISBN 0-328-22936-9

9 780328 229369 90000

# PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

The United States is a large country. It spans from one ocean to another and is divided into different regions. Each region has its own geography, its own climate, and its own special qualities. The United States is also home to different groups of people. Each group has contributed something special to the American culture. The country's different regions and its different peoples reflect the country's greatness.

**WRITE ABOUT THE THEME: How the different regions and peoples of the United States reflect its greatness**

Select **one** of the following:

Tell about a part of the country you would like to visit and why.

**OR**

Tell what makes where you live special.

**OR**

Write about a special person in your family or some special customs your family has.

You may use examples from real life, from what you read or watch, or from your imagination.

Use the REVISING, EDITING, and PROOFREADING CHECKLISTS on the next page to help you as you write.

**When you are ready, you may begin writing. Enter your writing on your Unit 1 ANSWER SHEET in the back of this book.**

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# PART 1: CHECKLISTS FOR REVISING AND PROOFREADING

**DIRECTIONS:** Use the following checklists as you revise and edit the writing you have done for Part 1. Then proofread your final copy to make sure all your revisions have been made.

## CHECKLIST FOR REVISING:

- Do I have a clear central idea that relates to the theme?
- Do I stay focused on the theme?
- Do I support my central idea with important details and examples?
- Do I need to take out details or examples that DO NOT support my central idea?
- Is my writing organized in a logical way?
- Do I use a variety of words, phrases, and sentences?
- Do I use specific words that clearly express my ideas?

## CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

## CHECKLIST FOR PROOFREADING:

**Is everything in my paper on the Unit 1 ANSWER SHEET just the way I want it?**

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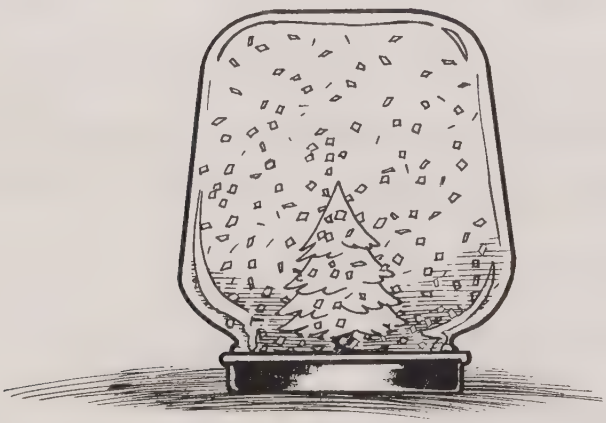
# PART 2: COMPREHENSION

## READING SELECTION #1

**DIRECTIONS:** Read Selection 1, LET IT SNOW. Then answer the questions that follow. Mark all your answers on your Unit 1 ANSWER SHEET.

## Let It Snow



Late last summer, the Young family moved. They left their small town in Maine and went to San Diego, California. San Diego was warm and sunny. There were wonderful beaches and parks. The three children liked their new school. The parents had great new jobs. Everybody seemed happy.

Some time in December, ten-year-old Emily saw that her mother seemed a little sad. "All this sunshine is getting me down," her mother said. "I know San Diego has 360 days a year of good weather. That's too many for me. I miss stormy days and skies. How can it be December without any snow? I really miss the snow."

Emily wanted to cheer her mother up. She talked it over with her older brother, Jacob, and her younger sister, Morgan. They knew that they could not take their mother to the snow. It was too far away. But maybe they could bring the snow to her.

Emily had the idea of making a snow globe. A snow globe is a glass container with a winter scene inside it. When you shake the globe, it looks like snow is falling. Their father helped them find what they needed: glitter, glue, baby oil, and an empty baby food jar. Jacob offered a tiny pine tree from his train set.

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They glued the tree to the inside of the baby food jar's cap. To help it stick better, Jacob first sanded a spot in the center of the cap. Next, Emily filled the jar with baby oil. Morgan added a bit of glitter. Dad spread some glue along the rim of the cap. Then he carefully screwed the cap on the jar.

Morgan giggled at the sight of the tree hanging upside down in the jar. "Let's give it to Mom right away," she begged. Everyone agreed. They turned the globe right side up. Then they wrapped it in bright paper.

Singing "Let It Snow," the three children walked out to their mother, who was working in the garden. "Surprise!" they shouted as Morgan handed her the package.

"Let It Snow"
Questions 1–11

**1** The author wrote this selection to

**A** persuade the reader to make a snow globe.
**B** express personal feelings about snow.
**C** entertain the reader with a story about a family.
**D** explain how to help family members.

**2** The biggest DIFFERENCE between the Youngs' former home and their new one was that

**A** the schools were better at their new home.
**B** the parents preferred their new jobs to their old ones.
**C** their new house was bigger than their old house.
**D** the weather was sunnier at their new home.

**3** Instead of a pine tree inside the snow globe, the children could have used

**A** a sailboat.
**B** a palm tree.
**C** a pair of skis.
**D** a surfboard.

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4 The FIRST step in making the snow globe was to

**A** sand the lid.
**B** add the glitter.
**C** wash out the jar.
**D** find the materials.

5 The mother MOST LIKELY thanked them by

**A** taking them to the beach.
**B** fixing hot chocolate for them.
**C** buying them a real snow globe.
**D** planting their favorite flowers.

6 The children made the snow globe in order to

**A** cheer up their mother.
**B** have fun making something.
**C** complete a school assignment.
**D** spend some time with their father.

7 From her actions in the story, you can tell that Emily

**A** does very well in school.
**B** has a lot of friends.
**C** is good at sports.
**D** has a kind heart.

8 In the LAST event of the selection,

**A** Emily had an idea.
**B** the children gave their mother a gift.
**C** the family moved from Maine to San Diego.
**D** the children's father found supplies.

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**9** The children PROBABLY chose to sing "Let It Snow" because this song

**A** gave a hint about the gift.
**B** was their favorite winter song.
**C** was playing on the radio at the time.
**D** had been taught for the school concert.

**10** This selection is an example of a

**A** fantasy.
**B** realistic story.
**C** newspaper article.
**D** biography.

**11** Based on the selection, the activity that MOST LIKELY came first for the Young children was

**A** going to a California beach and making sand castles.
**B** packing their things and moving to San Diego.
**C** making a snowman in their back yard.
**D** receiving thanks from their mother.

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## PART 2A: RESPONSE TO THE READING SELECTION

**DIRECTIONS:** Enter your response to Question A on your Unit 1 ANSWER SHEET in the back of this book.

**A Emily's mother really missed the snow when they moved to San Diego. What do you like best about snow? Base your response on what you know and have learned about snow. Give details to support your response.**

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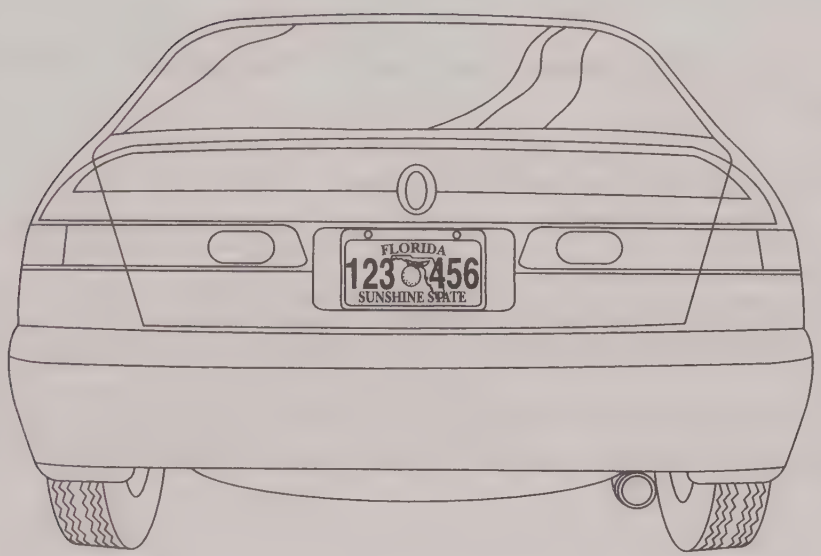
## READING SELECTION #2

**DIRECTIONS:** Read Selection 2, STATE LICENSE PLATES. Then answer the questions that follow. Mark all your answers on your Unit 1 ANSWER SHEET.

# State License Plates




Each state in our country is special. A state's license plates are one way for a state to show how it is special.

Some states have simple plates. California has the state name written in what looks like bold handwriting. Connecticut has a state outline and says, "Constitution State." Similarly, Delaware says, "The First State."

Some states show goods that come from the state. Georgia has a peach. Florida shows a flowering orange tree branch. Idaho plates say, "Famous Potatoes." Wisconsin calls itself "America's Dairyland."

Some states feature state birds or flowers. Others show special places in the state. New Hampshire's shows the Old Man of the Mountain. South Dakota's plate has Mount Rushmore. Utah plates show the Centennial Arch. Nevada, Colorado, and Oregon have mountain peaks on their plates. Rhode Island, the Ocean State, has a large wave.

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Some states teach history lessons. The Virginia plate celebrates the settlement of Jamestown 400 years ago. Illinois's plate says, "Land of Lincoln," with President Lincoln's picture. Texas celebrates its past and present. It shows a cowboy, oil wells, and the space shuttle. Some states even disagree a little over history. The Wright brothers were born in Ohio. Those plates say, "Birthplace of Aviation." However, they first flew in North Carolina. Those plates say, "First in Flight."

Alabama is the only state to use a song on its plate. The song is "Stars Fell on Alabama." The title is shown with stars and musical notes.

Some plates promote their states. Maine's says, "Vacationland." Kentucky's says "Unbridled Spirit."

It is possible to print attractive pictures on plates. New Mexico shows a balloon rising over the desert. Indiana has a field of tall grass and a farmhouse on the Midwest prairie.

In 2000, Pennsylvania became the first state to put its Web site on its plate. West Virginia, Florida, and Georgia followed Pennsylvania's lead. The trend is likely to continue.

Why all the variety around the country? It's because people are generally proud of their state and want to draw attention to it. These days a license plate does lots more than identify a car.

"State License Plates"
Questions 12–22

**12** The main idea of the selection is that

- **A** every state has its own license plate.
- **B** many states have added Web sites to their plates.
- **C** state license plates are as varied as the states themselves.
- **D** some state license plates are better-looking than others.

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**13** The FIRST state to take advantage of the popularity of computers was

**A** West Virginia.
**B** Florida.
**C** California.
**D** Pennsylvania.

**14** The author was expressing an opinion rather than stating a fact when he wrote,

**A** "Each state in our country is special."
**B** "Some states show goods that come from the state."
**C** "Idaho's plates say, 'Famous Potatoes.' "
**D** "Alabama is the only state to use a song on its plate."

**15** The author wrote this selection to

**A** entertain the reader with funny stories about license plates.
**B** persuade the reader that each state is special.
**C** provide information about states and their license plates.
**D** express personal feelings about state slogans.

**16** The author organized his examples by

**A** listing states in alphabetical order.
**B** grouping together all the states in a given region.
**C** giving the oldest plates first and then moving to newer ones.
**D** grouping states that have similar content on their plates.

**17** The author MOST LIKELY did not include every state because

**A** some states do not have license plates.
**B** the states' plates not included are similar to those that are included.
**C** there was no information available about some states' plates.
**D** some states are more interesting than others.

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**18** The state whose plate has the picture of a famous person is

**A** Maine.
**B** Illinois.
**C** Kentucky.
**D** North Carolina.

**19** According to the selection, the two states that take credit for the same historical event are

**A** Ohio and North Carolina.
**B** Connecticut and Delaware.
**C** Virginia and Illinois.
**D** Maine and Kentucky.

**20** The plates of Indiana and New Mexico are alike in that they BOTH

**A** have scenic pictures.
**B** show famous landmarks.
**C** are very simple.
**D** are the same color.

**21** The author's purpose is achieved MAINLY by

**A** quoting several experts.
**B** interviewing ordinary people.
**C** building suspense.
**D** providing many examples.

**22** You would be MOST LIKELY to see a selection like this in

**A** an encyclopedia.
**B** a magazine.
**C** a journal.
**D** a local newspaper.

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## PART 2B: RESPONSE TO THE CROSS-TEXT READING SELECTIONS

**DIRECTIONS:** Enter your response to Question B on your Unit 1 ANSWER SHEET in the space provided. Base your response on BOTH "Let It Snow" and "State License Plates." Use the Checklist below to help you when you write your response. Then proofread your response to make sure it is the way you want it.

**B Compare the author's purpose in each selection. Include examples and details from BOTH reading selections to support your response.**

### CHECKLIST:

- Do I clearly answer the question I was asked?
- Do I show how the author's purpose in one reading selection is alike and different from the author's purpose in the second reading selection?
- Do I support my response with examples and details from BOTH reading selections?
- Is my response complete?

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## PART 3: VOCABULARY

**DIRECTIONS:** Mark all your answers for Questions 23–32 on your Unit 1 ANSWER SHEET.

**23** A word that has a suffix is

**A** along.
**B** away.
**C** Emily.
**D** friendly.

**24** Some states' license plates show goods that come from the state. A synonym for **goods** is

**A** machines.
**B** citizens.
**C** products.
**D** fruit.

**25** A word with a suffix that is like **-ful** in **pitiful** is

**A** fuller.
**B** fullback.
**C** unfulfilled.
**D** cheerful.

**26** Connecticut's license plate has a state outline and says, "Constitution State." The **outline** shows

**A** the most important facts about the state.
**B** the location of the state.
**C** the earliest history of the state.
**D** the shape of the state.

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27 In the sentence "It's because people are generally proud of their state," the word that could BEST replace **generally** is

**A** totally.
**B** bravely.
**C** mostly.
**D** secretly.

28 On Alabama's license plate, a song title is shown with stars and musical notes. A word with a suffix like that in **musical** is

**A** almost.
**B** altogether.
**C** comical.
**D** dismal.

29 In the sentence "To help it stick better, Jacob first sanded a spot in the center of the cap," the word **stick** means

**A** to attach to something.
**B** to be noticed somewhere.
**C** to remain somewhere.
**D** to push into something.

30 In the sentence "It is possible to print attractive pictures on license plates," the word **attractive** means

**A** colorful.
**B** lasting.
**C** tiny.
**D** appealing.

31 In the sentence "I miss stormy days and skies," the word **miss** means

**A** to fail to hit.
**B** to remember with sadness.
**C** to fail to see or notice.
**D** to leave out.

**32** A word with a suffix like that in **inventive** is

**A** creative.
**B** lively.
**C** forgive.
**D** drive.

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## PART 4: GRAMMAR, USAGE, MECHANICS

**DIRECTIONS:** Mark all your answers for Questions 33–40 on your Unit 1 ANSWER SHEET.

In Questions 33–36, read each sentence. Mark the answer that BEST describes the sentence.

**33** I really miss the snow!

- **A** declarative sentence
- **B** interrogative sentence
- **C** exclamatory sentence
- **D** imperative sentence

**34** Some license plates teach history lessons.

- **A** declarative sentence
- **B** interrogative sentence
- **C** exclamatory sentence
- **D** imperative sentence

**35** They all shouted as Morgan handed her the package.

- **A** simple sentence
- **B** complex sentence
- **C** compound sentence
- **D** compound-complex sentence

**36** Some states feature state birds or flowers.

- **A** simple sentence
- **B** complex sentence
- **C** compound sentence
- **D** compound-complex sentence

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**37** Which of the following sentences is a compound sentence?

**A** Emily filled the jar with baby oil, and Morgan added a bit of glitter.
**B** Mrs. Young was sad because she missed the snow.
**C** The Young family left Maine and moved to San Diego, California.
**D** A snow globe is a glass container with a winter scene inside it.

**38** Which of the following sentences is a complex sentence?

**A** Maine's plates show a chickadee, and Mississippi's plates show a magnolia.
**B** Both New Hampshire and South Dakota have special places on their plates.
**C** States can now print pictures on their license plates.
**D** After Pennsylvania put its Web site on its plate, other states did too.

**39** In the sentence "Rhode Island, the Ocean State, has a large wave," the simple subject is

**A** Rhode Island
**B** Island
**C** Rhode Island, the Ocean State,
**D** has

**40** In the sentence "The title is shown with stars and musical notes," the complete predicate is

**A** The title
**B** is
**C** is shown
**D** is shown with stars and musical notes

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**READING** **STOP.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 1 Test

**Student Name:** _____ **Date:** _____

## PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

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**WRITING**

**STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**



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## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 1 Test

**Student Name:** _____ **Date:** _____

**Important Directions for Marking Answers**

- Use a black lead pencil (No. 2).
- Make heavy dark marks that fill the circle completely.
- Erase completely any answers you wish to change.
- If you erase a grid circle, do not redraw it.
- Do not make any stray marks on this answer sheet.

**CORRECT MARK**

Ⓐ ● Ⓒ Ⓓ

**INCORRECT MARK**

## PART 2: COMPREHENSION

| | | | |
|---|---|---|---|
| 1. Ⓐ Ⓑ Ⓒ Ⓓ | 4. Ⓐ Ⓑ Ⓒ Ⓓ | 7. Ⓐ Ⓑ Ⓒ Ⓓ | 10. Ⓐ Ⓑ Ⓒ Ⓓ |
| 2. Ⓐ Ⓑ Ⓒ Ⓓ | 5. Ⓐ Ⓑ Ⓒ Ⓓ | 8. Ⓐ Ⓑ Ⓒ Ⓓ | 11. Ⓐ Ⓑ Ⓒ Ⓓ |
| 3. Ⓐ Ⓑ Ⓒ Ⓓ | 6. Ⓐ Ⓑ Ⓒ Ⓓ | 9. Ⓐ Ⓑ Ⓒ Ⓓ | |

A. _____

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**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 1 Test**

**Student Name:** _____ **Date:** _____

## PART 2: COMPREHENSION (CONTINUED)

| | | | |
|---|---|---|---|
| 12. Ⓐ Ⓑ Ⓒ Ⓓ | 15. Ⓐ Ⓑ Ⓒ Ⓓ | 18. Ⓐ Ⓑ Ⓒ Ⓓ | 21. Ⓐ Ⓑ Ⓒ Ⓓ |
| 13. Ⓐ Ⓑ Ⓒ Ⓓ | 16. Ⓐ Ⓑ Ⓒ Ⓓ | 19. Ⓐ Ⓑ Ⓒ Ⓓ | 22. Ⓐ Ⓑ Ⓒ Ⓓ |
| 14. Ⓐ Ⓑ Ⓒ Ⓓ | 17. Ⓐ Ⓑ Ⓒ Ⓓ | 20. Ⓐ Ⓑ Ⓒ Ⓓ | |

B.

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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 1 Test

**Student Name:** _____ **Date:** _____

### PART 3: VOCABULARY

23. Ⓐ Ⓑ Ⓒ Ⓓ
24. Ⓐ Ⓑ Ⓒ Ⓓ
25. Ⓐ Ⓑ Ⓒ Ⓓ
26. Ⓐ Ⓑ Ⓒ Ⓓ
27. Ⓐ Ⓑ Ⓒ Ⓓ
28. Ⓐ Ⓑ Ⓒ Ⓓ
29. Ⓐ Ⓑ Ⓒ Ⓓ
30. Ⓐ Ⓑ Ⓒ Ⓓ
31. Ⓐ Ⓑ Ⓒ Ⓓ
32. Ⓐ Ⓑ Ⓒ Ⓓ

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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 1 Test**

**Student Name:** _____ **Date:** _____

## PART 4: GRAMMAR, USAGE, MECHANICS

**33.** Ⓐ Ⓑ Ⓒ Ⓓ

**34.** Ⓐ Ⓑ Ⓒ Ⓓ

**35.** Ⓐ Ⓑ Ⓒ Ⓓ

**36.** Ⓐ Ⓑ Ⓒ Ⓓ

**37.** Ⓐ Ⓑ Ⓒ Ⓓ

**38.** Ⓐ Ⓑ Ⓒ Ⓓ

**39.** Ⓐ Ⓑ Ⓒ Ⓓ

**40.** Ⓐ Ⓑ Ⓒ Ⓓ

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**READING** **STOP.**

NAME _____

DATE _____

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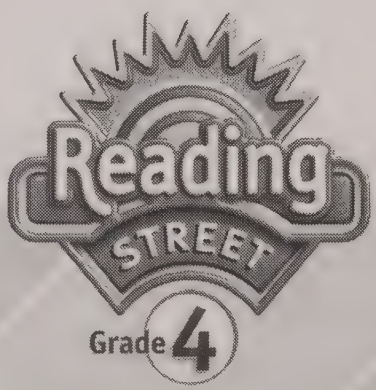
# Michigan Unit and End-of-Year Benchmark Tests

## in MEAP Test Format

### Unit 2 – Work and Play

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ISBN 0-328-22937-7

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# PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

People work and play every day. Doing a job can help people feel a sense of accomplishment. Other people also benefit from the things workers make or the services they provide. Taking time to relax and have fun also has many benefits.

Sometimes people work or play by themselves, but often they share these activities with others. People who work and play together often rely on teamwork. They listen to each other and cooperate. They make the most of each person's skills and talents.

**WRITE ABOUT THE THEME: The value of work and play**

Select **one** of the following:

Write step-by-step instructions for a chore that someone might do at home.

**OR**

Write to explain how to play a game or sport that people enjoy with others.

**OR**

Write to tell how to care for a pet.

You may use examples from real life, from what you read or watch, or from your imagination.

Use the REVISING, EDITING, and PROOFREADING CHECKLISTS on the next page to help you as you write.

**When you are ready, you may begin writing. Enter your writing on your Unit 2 ANSWER SHEET in the space provided.**

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# PART 1: CHECKLISTS FOR REVISING AND PROOFREADING

**DIRECTIONS:** Use the following checklists as you revise and edit the writing you have done for Part 1. Then proofread your final copy to make sure all your revisions have been made.

## CHECKLIST FOR REVISING:

- Do I have a clear central idea that relates to the theme?
- Do I stay focused on the theme?
- Do I support my central idea with important details and examples?
- Do I need to take out details or examples that DO NOT support my central idea?
- Is my writing organized in a logical way?
- Do I use a variety of words, phrases, and sentences?
- Do I use specific words that clearly express my ideas?
- Do my sentences make sense?

## CHECKLIST FOR EDITING:

- Have I checked my sentences for grammar?
- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

## CHECKLIST FOR PROOFREADING:

**Is everything in my final copy on the Unit 2 ANSWER SHEET just the way I want it?**

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# PART 2: COMPREHENSION

## READING SELECTION #1

**DIRECTIONS:** Read Selection 1, THE ALL-AMERICAN BERRY. Then answer the questions that follow. Mark all your answers on your Unit 2 ANSWER SHEET.

## The All-American Berry

The blueberry deserves the title of all-American berry. The blueberry has been growing in North America for thousands of years. It is a native plant and now grows in thirty-five different states in the United States. Almost all the blueberries grown in the world are grown here in the United States. Americans grow about 300 million pounds of blueberries every year. Blueberry pancakes, blueberry muffins, and blueberry pies are all favorites.

National Blueberry Month is celebrated in July. That is when there are plenty of fresh, ripe berries. Most blueberries are picked then, but you can find them at the market all year long. There are canned blueberries on the shelf. There are frozen berries in the freezer case. There are even dried blueberries to eat as a snack.

American Indians picked blueberries. They ate them in the summer, and they made tea from the leaves. They drank blueberry juice to cure coughs. They also dried berries for winter consumption. Some dried berries were pounded to a powder; then the blueberry powder was mixed with cornmeal and water to make a blueberry mush. The berries were also added to dried meat. Blueberries helped to ensure good health through the long, tough winters.

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When settlers from Europe arrived in North America, they learned about blueberries from the Indians. The settlers liked the taste of the sweet berries. It is very possible that blueberry mush was on the first Thanksgiving menu. In later years, the settlers added milk, butter, and sugar to the mush.

You can make blueberry mush yourself. Here is the recipe. Be careful, and have an adult help you.

1. Combine 2 cups of water and 2 cups of milk in a pan. Heat until little bubbles form on the edge of the pan.
2. Slowly add 1 cup of cornmeal. Add the cornmeal slowly and keep stirring. Add a little salt.
3. Cover the pan. Turn the heat to low. Cook the mush until it gets thick. Stir it from time to time.
4. Take the pan off the stove. Add about 1/4 cup of honey or maple syrup. Stir it in well.
5. Add a pint of fresh blueberries.

   *Note: You can use 2 cups of frozen or canned berries instead of fresh ones. Defrost frozen berries between two layers of paper towels. Drain the canned blueberries. Undrained blueberries would turn the mush blue.*

"The All-American Berry"
Questions 1–11

**1** The topic of this selection is

**A** cornmeal mush.
**B** American Indian foods.
**C** European settlers' foods.
**D** blueberries.

**2** The main idea of the third paragraph is that American Indians

**A** dried blueberries and made blueberry powder.
**B** made and ate blueberry mush.
**C** taught settlers about blueberries.
**D** used blueberries in many ways.

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3 Compared to the earlier versions of the mush, the later versions made by the settlers were PROBABLY

**A** thicker.
**B** healthier.
**C** sweeter.
**D** saltier.

4 Which sentence in the first paragraph is a statement of opinion?

**A** The blueberry deserves the title of all-American berry.
**B** The blueberry has been growing in North America for thousands of years.
**C** Almost all the blueberries grown in the world are grown here in the United States.
**D** Americans grow about 300 million pounds of blueberries every year.

5 The LAST step in making blueberry mush is

**A** mixing the milk and water.
**B** adding the blueberries.
**C** adding the maple syrup or honey.
**D** slowly stirring in the cornmeal.

6 In making blueberry mush, you cover the pan

**A** as soon as you turn on the heat.
**B** just before you add the cornmeal.
**C** just after you add the cornmeal.
**D** when you take the pot off the stove.

7 The author PROBABLY included the recipe for blueberry mush because it

**A** is a very popular dessert for people to eat.
**B** lets the reader share the settlers' experience.
**C** is the best way to celebrate National Blueberry Month.
**D** is a convenient way to store blueberries for later use.

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**8** A statement that is supported by information from the selection is that

**A** North America produces most of the world's blueberries.
**B** blueberries will only grow in North America.
**C** Americans eat more blueberries than any other fruit.
**D** pancakes are the most popular way to eat blueberries.

**9** Who is the intended audience for this selection?

**A** teachers
**B** parents
**C** students
**D** historians

**10** The author wrote this selection to

**A** express personal feelings about blueberries.
**B** present information about blueberries.
**C** entertain readers with a funny story about blueberries.
**D** persuade readers that blueberries are healthful.

**11** This selection is an example of

**A** historical fiction.
**B** science fiction.
**C** fantasy.
**D** nonfiction.

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## PART 2A: RESPONSE TO THE READING SELECTION

**DIRECTIONS:** Write your answer to Question A on your Unit 2 ANSWER SHEET in the space provided. Base your answer on "The All-American Berry."

**A Think about making blueberry mush. Explain why it would be important to read the entire recipe before you begin.**

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## READING SELECTION #2

**DIRECTIONS:** Read Selection 2, GRAND OPENING OF TOWN PLAYGROUND. Then answer the questions that follow. Mark all your answers on your Unit 2 ANSWER SHEET.

Yesterday afternoon, Pine Lake marked the opening of its new playground. There were balloons, speeches, and lots of prizes. The people of Pine Lake are proud of their new playground. They are also proud that everybody worked together to build it.

It all started last September in a fourth-grade classroom. The teacher, Miss Green, asked her class to think about Pine Lake. Miss Green wondered how the town could be better. Her students decided that a playground would enhance the town.

Some students drew pictures of a new playground. Others wrote stories about it. Students in other classes got excited about the idea too. They talked to family members about the project. Everyone worked to make the dream come true.

A group of parents met to work on park plans. One parent said, "I was sure many people would lend a hand. We sent out a letter asking people to list ways they could help. A lot of people answered the letter. Some said they could build things. Others agreed to pick up supplies. An artist made a poster. Neighborhood businesses gave money and goods."

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In January, the town had a planning day. The children had many ideas about the playground. They knew what they wanted. Sue Wing, a builder, wrote down the ideas. She spent the next month drawing the design. Wing said, "Designing the playground was the most fun I have had in years. The kids had such good ideas."

March was building month. Wood, sand, and other goods were ordered. Helpers picked up the supplies and dropped them off beside the lake. Tom Smith used his bulldozer to level the ground at the site.

Last Saturday, the people of Pine Lake built the playground. The weather was warm and sunny. It was a great day for building. Over two hundred people showed up to help. Some people were unavailable, but everybody who was there went to work. By the end of the day, the job was done. Pine Lake had its playground.

"Grand Opening of Town Playground"
Questions 12–22

**12** The main idea of this selection is that

- **A** there were balloons, prizes, and speeches at the grand opening.
- **B** Pine Lake needs a new playground to improve the town.
- **C** Miss Green's class was responsible for the new playground.
- **D** the people of Pine Lake built a new playground together.

**13** You would see writing like this in

- **A** a local newspaper.
- **B** an encyclopedia.
- **C** an atlas.
- **D** a sports magazine.

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**14** What happened in January?

**A** The idea of a playground was introduced.
**B** The playground was built.
**C** The playground site was prepared.
**D** The town planned the playground.

**15** Tom Smith's contribution to the playground was that he

**A** led the parents' group.
**B** designed the playground.
**C** donated money.
**D** leveled the ground.

**16** The idea of having a playground came from

**A** a group of parents.
**B** Miss Green.
**C** a group of students.
**D** Sue Wing.

**17** From the first idea of having a playground until the day the playground opened, it had taken

**A** one month.
**B** six months.
**C** one year.
**D** over a year.

**18** This selection shows how people can benefit from

**A** donations.
**B** competition.
**C** research.
**D** cooperation.

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**19** The last paragraph is MAINLY about the

**A** grand opening of the playground.
**B** design of the playground.
**C** actual building of the playground.
**D** uses for the playground.

**20** To present information, the author uses

**A** quotes from people involved.
**B** diagrams and sketches of the playground.
**C** details on the work and materials involved.
**D** interviews with national experts.

**21** The parents' group wrote a letter asking for help from

**A** town officials.
**B** construction companies.
**C** Miss Green's class.
**D** Pine Lake residents and businesses.

**22** The effect of the students' pictures and stories was to

**A** create prizes for the opening day.
**B** get people excited about the idea.
**C** raise money for the project.
**D** inspire Sue Wing's design.

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## PART 2B: RESPONSE TO THE CROSS-TEXT READING SELECTIONS

**DIRECTIONS:** Enter your response to Question B on your Unit 2 ANSWER SHEET in the space provided. Base your response on BOTH "The All-American Berry" and "Grand Opening of Town Playground." Use the Checklist below to help you when you write your response. Then proofread your response to make sure it is the way you want it.

**B Think about the American Indians in "The All-American Berry" and the people of Pine Lake in "Grand Opening of Town Playground." In what ways were the American Indians like the people of Pine Lake? Use details and examples from the selections to support your response.**

**CHECKLIST:**

- Do I clearly answer the question I was asked?
- Do I show how the American Indians are like the people of Pine Lake?
- Do I support my response with examples and details from BOTH reading selections?
- Is my response complete?

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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

## PART 3: VOCABULARY

**DIRECTIONS:** Mark all your answers for Questions 23–32 on your Unit 2 ANSWER SHEET.

**23** The first selection explained that the blueberry is a native plant.
**Native** means something that

**A** was brought here first by the settlers.
**B** has always been here.
**C** is well-liked by the people who live here.
**D** makes people healthy.

**24** In the second selection, Miss Green wondered how the town could be better. Her students decided a playground would enhance the town. The word **enhance** means

**A** destroy.
**B** shrink.
**C** be costly for.
**D** improve.

**25** National Blueberry Month is celebrated in July. The base word of **national** is

**A** nat.
**B** nation.
**C** tion.
**D** al.

**26** Americans grow about 300 million pounds of blueberries every year.
A single word that could replace **every year** in this sentence is

**A** reyear.
**B** yearover.
**C** yearful.
**D** yearly.

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27 American Indians drank blueberry juice to cure coughs. Another word for **cure** is

**A** soften.
**B** increase.
**C** spread.
**D** fix.

28 The recipe for blueberry mush says that undrained blueberries would turn the mush blue. **Undrained** means

**A** badly drained.
**B** drained only once.
**C** drained too much.
**D** not drained.

29 An artist made a poster for the new playground. A word in which **ist** means the same as in **artist** is

**A** list.
**B** tourist.
**C** history.
**D** sister.

30 There are canned blueberries in grocery stores. **Canned** means

**A** able to.
**B** for sale.
**C** sweet.
**D** put in a can.

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**31** American Indians dried berries for winter consumption.
**Consumption** means

**A** harvesting.
**B** using up.
**C** activities.
**D** illness.

**32** Some people were unavailable to help build the playground.
**Unavailable** means

**A** not happy.
**B** not able to help.
**C** ready to help.
**D** not helpful.

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## PART 4: GRAMMAR, USAGE, MECHANICS

**DIRECTIONS:** Mark all your answers for Questions 33–40 on your Unit 2 ANSWER SHEET.

**33** In the sentence "They talked to family members about it," the noun is

**A** talked.
**B** to.
**C** members.
**D** about.

**34** A noun that names something that cannot be seen is

**A** prizes.
**B** playground.
**C** idea.
**D** builder.

**35** Blueberries can be found on the **shelf** in the store. The plural form of **shelf** is

**A** shelve.
**B** shelfs.
**C** shelfes.
**D** shelves.

**36** "The All-American Berry" uses the singular word **blueberry** and its plural form, **blueberries**.

A word that forms its plural the same way **blueberry** does is

**A** key.
**B** sky.
**C** boy.
**D** ray.

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**37** The word **children** is an irregular plural. Another word that is an irregular plural is

**A** mouse.
**B** horse.
**C** fox.
**D** giraffe.

**38** The word or group of words from "Grand Opening of Town Playground" that is a common noun is

**A** Pine Lake.
**B** Miss Green.
**C** businesses.
**D** Saturday.

**39** Sue Wing drew the design for the playground. The correct way to refer to her design is

**A** Sue Wings design.
**B** Sue Wing's design.
**C** Sue Wings' design.
**D** Sue's Wing design.

**40** Which sentence is written correctly?

**A** The playground design used the childrens ideas.
**B** The playground design used the children's ideas.
**C** The playground design used the childrens ideas.'
**D** The playground design used the childrens' ideas.

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**READING** **STOP.**

**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 2 Test**

**Student Name:** _____ **Date:** _____

## PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

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**WRITING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**



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## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 2 Test

**Student Name:** _____ **Date:** _____

**Important Directions for Marking Answers**

- Use a black lead pencil (No. 2).
- Make heavy dark marks that fill the circle completely.
- Erase completely any answers you wish to change.
- If you erase a grid circle, do not redraw it.
- Do not make any stray marks on this answer sheet.

**CORRECT MARK**

Ⓐ ● Ⓒ Ⓓ

**INCORRECT MARK**

## PART 2: COMPREHENSION

| | | | |
|---|---|---|---|
| 1. Ⓐ Ⓑ Ⓒ Ⓓ | 4. Ⓐ Ⓑ Ⓒ Ⓓ | 7. Ⓐ Ⓑ Ⓒ Ⓓ | 10. Ⓐ Ⓑ Ⓒ Ⓓ |
| 2. Ⓐ Ⓑ Ⓒ Ⓓ | 5. Ⓐ Ⓑ Ⓒ Ⓓ | 8. Ⓐ Ⓑ Ⓒ Ⓓ | 11. Ⓐ Ⓑ Ⓒ Ⓓ |
| 3. Ⓐ Ⓑ Ⓒ Ⓓ | 6. Ⓐ Ⓑ Ⓒ Ⓓ | 9. Ⓐ Ⓑ Ⓒ Ⓓ | |

**A.**

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**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 2 Test**

**Student Name:** _____ **Date:** _____

## PART 2: COMPREHENSION (CONTINUED)

| | | | |
|---|---|---|---|
| 12. Ⓐ Ⓑ Ⓒ Ⓓ | 15. Ⓐ Ⓑ Ⓒ Ⓓ | 18. Ⓐ Ⓑ Ⓒ Ⓓ | 21. Ⓐ Ⓑ Ⓒ Ⓓ |
| 13. Ⓐ Ⓑ Ⓒ Ⓓ | 16. Ⓐ Ⓑ Ⓒ Ⓓ | 19. Ⓐ Ⓑ Ⓒ Ⓓ | 22. Ⓐ Ⓑ Ⓒ Ⓓ |
| 14. Ⓐ Ⓑ Ⓒ Ⓓ | 17. Ⓐ Ⓑ Ⓒ Ⓓ | 20. Ⓐ Ⓑ Ⓒ Ⓓ | |

B.

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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 2 Test

**Student Name:** _____ **Date:** _____

### PART 3: VOCABULARY

23. Ⓐ Ⓑ Ⓒ Ⓓ
24. Ⓐ Ⓑ Ⓒ Ⓓ
25. Ⓐ Ⓑ Ⓒ Ⓓ
26. Ⓐ Ⓑ Ⓒ Ⓓ
27. Ⓐ Ⓑ Ⓒ Ⓓ
28. Ⓐ Ⓑ Ⓒ Ⓓ
29. Ⓐ Ⓑ Ⓒ Ⓓ
30. Ⓐ Ⓑ Ⓒ Ⓓ
31. Ⓐ Ⓑ Ⓒ Ⓓ
32. Ⓐ Ⓑ Ⓒ Ⓓ

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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 2 Test

**Student Name:** _____ **Date:** _____

### PART 4: GRAMMAR, USAGE, MECHANICS

33. Ⓐ Ⓑ Ⓒ Ⓓ
34. Ⓐ Ⓑ Ⓒ Ⓓ
35. Ⓐ Ⓑ Ⓒ Ⓓ
36. Ⓐ Ⓑ Ⓒ Ⓓ
37. Ⓐ Ⓑ Ⓒ Ⓓ
38. Ⓐ Ⓑ Ⓒ Ⓓ
39. Ⓐ Ⓑ Ⓒ Ⓓ
40. Ⓐ Ⓑ Ⓒ Ⓓ

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**READING** **STOP.**

NAME _____

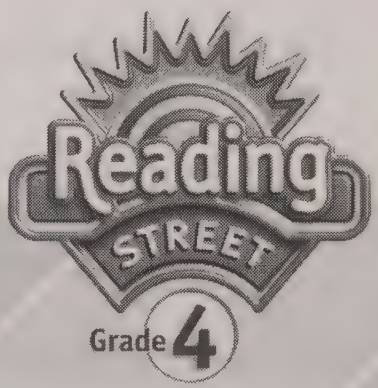
DATE _____

Scott Foresman

# Michigan Unit and End-of-Year Benchmark Tests

## in MEAP Test Format

### Unit 3 – Patterns in Nature

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ISBN 0-328-22938-5

# PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

A pattern is something that repeats itself over and over again. The cycle of the four seasons is a pattern. Some patterns in nature affect the lives of animals and humans. For example, Canada geese migrate, or fly south, every autumn. Then they return home each spring when the weather begins to get warmer. Farmers plant seeds in spring. All summer long the crops grow. Then in the fall they are ready for the harvest.

**WRITE ABOUT THE THEME: Patterns in nature**

Select **one** of the following:

Write to compare and contrast the activities someone might do in two different seasons.

**OR**

Write to tell how plants and animals that live in the desert are similar to and different from wildlife found in a forest.

**OR**

Write about two kinds of storms and tell how they are alike and different.

You may use examples from real life, from what you read or watch, or from your imagination.

Use the REVISING, EDITING, and PROOFREADING CHECKLISTS on the next page to help you as you write.

**When you are ready, you may begin writing. Enter your writing on your Unit 3 ANSWER SHEET in the space provided.**

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# PART 1: CHECKLISTS FOR REVISING AND PROOFREADING

**DIRECTIONS:** Use the following checklists as you revise and edit the writing you have done for Part 1. Then proofread your final copy to make sure all your revisions have been made.

## CHECKLIST FOR REVISING:

- Do I have a clear central idea that relates to the theme?
- Do I stay focused on the theme?
- Do I support my central idea with important details and examples?
- Do I need to take out details or examples that DO NOT support my central idea?
- Is my writing organized in a logical way?
- Do I use a variety of words, phrases, and sentences?
- Do I use specific words that clearly express my ideas?
- Do my sentences make sense?

## CHECKLIST FOR EDITING:

- Have I checked my sentences for grammar?
- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

## CHECKLIST FOR PROOFREADING:

**Is everything in my final copy on the Unit 3 ANSWER SHEET just the way I want it?**

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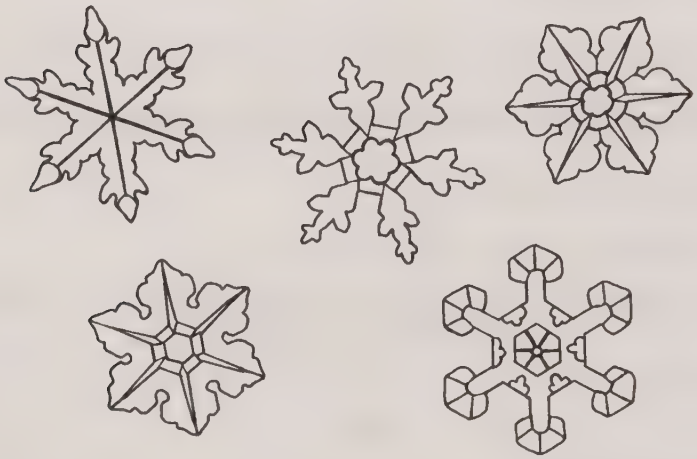
# PART 1: COMPREHENSION

## READING SELECTION #1

**DIRECTIONS:** Read Selection 1, SNOWFLAKES. Then answer the questions that follow. Mark all your answers on your Unit 3 ANSWER SHEET.

## Snowflakes



It's been said that no two snowflakes are alike. But how could anyone know? Who could count all the snowflakes that fall each winter in Alaska? If you haven't seen them all, how would you know that no two snowflakes were the same?

Kenneth Libbrecht, who has spent years studying snowflakes, has been asked this question. Based on his years as a scientist, he thinks no two snowflakes are exactly alike, but realizes that telling them apart is difficult.

That does not mean that snowflakes don't look the same to the human eye. They often do. Even someone looking at a snowflake through a normal microscope won't notice differences between snowflakes. It takes a very powerful microscope to show those differences.

One thing is certain: all snowflakes are beautiful. They come in dozens of shapes and types. Think of them as frozen pieces of art that are very small. Their many shapes, seen in photographs made through a microscope, are truly fascinating and lovely.

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The closer you look at any pair of snowflakes, the more you see they are not the same. It's the same as when you look at other things that are supposed to look alike. Like identical twins. If you look at the faces of twins from thirty feet away, you can't see any difference. Look closely enough and you are sure to discover that they are not exactly the same.

What's really interesting about snowflakes is that you could be part of one. Water evaporates from your skin and is also carried in the air you breathe out. The water that leaves your body and goes into the air could someday come back to Earth as rain or snow. That tiny snowflake that falls on your nose could have started out right there.

Who cares if no two snowflakes are exactly the same? Isn't their beauty more interesting? Think of them as amazing tiny pieces of art that happen to be ice. Think of how they have been loved by poets and scientists and children playing in the snow for hundreds of years.

"Snowflakes"
Questions 1–11

**1** The author's purpose in "Snowflakes" MOST LIKELY is to

**A** show how most snowflakes are created.
**B** explain what snowflakes look like.
**C** share feelings and facts about snowflakes.
**D** say why snowflakes are like art.

**2** According to the selection, when you look closer and closer at a pair of snowflakes,

**A** they seem to get larger and larger.
**B** you notice the ways they are not alike.
**C** they seem to be more beautiful.
**D** you see the way they are melting.

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3 The purpose of the first paragraph is to

**A** answer questions that most readers have.
**B** start readers thinking about snowflakes.
**C** make readers imagine winter in Alaska.
**D** show how much the author knows about snowflakes.

4 The comments by Kenneth Libbrecht in the second paragraph show that this selection is an example of

**A** biography.
**B** nonfiction.
**C** fiction.
**D** poetry.

5 According to the selection, one thing all snowflakes have in common is its

**A** size.
**B** beauty.
**C** weight.
**D** shape.

6 According to the selection, an activity that could make you part of a snowstorm is

**A** watching the weather on television.
**B** looking into a microscope.
**C** taking a very long shower.
**D** running a mile outside for exercise.

7 Kenneth Libbrecht is an expert on snowflakes because he

**A** thinks that each snowflake is special.
**B** has studied snowflakes for a long time.
**C** thinks snowflakes are very beautiful.
**D** has traveled to Alaska to study snowflakes.

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**8** The main purpose of paragraph five is to

**A** tell a way that twins are like snowflakes.
**B** show how twins are not like snowflakes.
**C** prove that no two snowflakes are alike.
**D** give an example of small differences.

**9** According to the selection, a poet would want to write a poem about snowflakes because he or she has

**A** an interest in the weather.
**B** knowledge of their popularity.
**C** an interest in how they look.
**D** a memory of a childhood event.

**10** The main idea of the last paragraph is

**A** we should enjoy snowflakes for what they are.
**B** we should tell people that snowflakes are art.
**C** snowflakes have been popular for hundreds of years.
**D** snowflakes are something that all children like.

**11** The person or people MOST able to show the differences between two snowflakes

**A** are twins.
**B** are children.
**C** is a scientist.
**D** is a poet.

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## PART 2A: RESPONSE TO THE READING SELECTION

**DIRECTIONS:** Write your answer to Question A on your Unit 3 ANSWER SHEET in the space provided. Base your answer on "Snowflakes."

**A What do you think about snowflakes? Do you agree with the author that they are amazing pieces of art? Give details to explain your answer.**

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## READING SELECTION #2

**DIRECTIONS:** Read Selection 2, BLENDING IN. Then answer the questions that follow. Mark all your answers on your Unit 3 ANSWER SHEET.

# Blending In

One of the ways I stay alive is by blending into the woods where I live. Right now it is autumn. I am standing with five other deer from my herd, deep in a wooded area of a state park. I can hear people coming, hiking down a trail. They are very far away right now, but they are getting closer. We are all listening and watching.

These hikers would love to see us, but they probably won't. We blend in with the fallen leaves and fir tree bark and the overall color of our habitat. The other animals around us—rabbits and squirrels, mostly—blend in too. We prefer to live unnoticed, blending in with our surroundings. Being camouflaged makes our lives easier.

The hikers are now about fifty feet away, but they do not notice us. They are busy talking and enjoying themselves while we are completely still. We can see them and hear them and smell them, but they walk by without knowing we are here. Even if they stood and stared in our direction, it might take them a while to make out our shapes. We are completely still.

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Other animals here in this forest change color depending on the season. There is a rabbit that is grayish-brown in summer, but turns white in winter. Changing color makes it a lot harder for the foxes and owls to see her, just as my fur makes it harder for mountain lions to spot me in the forest.

One of the strangest insects I see in the woods is called the walking stick. I have seen them up close, but only when they move. They look so much like an actual twig on a tree that it's hard to believe they aren't made of wood. You can be one foot away from a walking stick and never even know it's there. The walking stick uses this camouflage for the same reason I do: it keeps us alive.

Not all of us can fight our enemies. Often we cannot outrun them, either. To keep from becoming food, we use whatever strategies we can to keep ourselves safe. For me and for many other forest animals, camouflage is the answer. It helps us to live longer and happier lives. Nobody wants to be somebody else's dinner.

"Blending In"
Questions 12–22

**12** The narrator of this selection is

**A** a hiker.
**B** a park ranger.
**C** a forest animal.
**D** a scientist.

**13** The deer in the forest stand still because they

**A** cannot outrun a mountain lion.
**B** do not want to be seen.
**C** are resting.
**D** are eating.

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**14** One reason the hikers did not see the deer is because the hikers were

**A** talking to each other.
**B** walking too fast.
**C** watching where they walked.
**D** looking for different animals.

**15** Based on the selection, you can generalize that

**A** all animals use camouflage to hide from their enemies.
**B** many animals use camouflage to hide from their enemies.
**C** most animals can outrun their enemies.
**D** no animals fight their enemies to stay alive.

**16** The walking stick blends in with the woods because it

**A** never moves.
**B** is very small.
**C** looks like a twig.
**D** is made of wood.

**17** The main purpose of the last paragraph is to

**A** describe the meaning of camouflage.
**B** explain why animals like to stay alive.
**C** give reasons why animals use camouflage.
**D** show that some animals eat other animals.

**18** Animals blend in with the forest because of their

**A** senses.
**B** diet.
**C** size.
**D** colors.

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**19** The rabbit mentioned in the fourth paragraph changes color

**A** out of fear.
**B** because of the foxes.
**C** because of the seasons.
**D** because of the noise.

**20** Using camouflage is BEST described as

**A** a survival strategy.
**B** an escape tactic.
**C** a feeding pattern.
**D** an insect behavior.

**21** Camouflage helps an animal

**A** stay alive in the winter.
**B** blend into its surroundings.
**C** run fast and catch its prey.
**D** eat well and sleep well.

**22** Even with good camouflage an animal must

**A** remain very still.
**B** walk carefully.
**C** learn to fight.
**D** stay close to trees.

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## PART 2B: RESPONSE TO THE CROSS-TEXT READING SELECTIONS

**DIRECTIONS:** Enter your response to Question B on your Unit 3 ANSWER SHEET in the space provided. Base your response on BOTH "Snowflakes" and "Blending In." Use the Checklist below to help you when you write your response. Then proofread your response to make sure it is the way you want it.

**B How can looking closely change the way we see things? Use details and examples from both selections to support your response.**

## CHECKLIST:

- Do I clearly answer the question I was asked?
- Do I tell how looking closely can change the way we see things?
- Do I support my response with examples and details from BOTH reading selections?
- Is my response complete?

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## PART 3: VOCABULARY

**DIRECTIONS:** Mark all your answers for Questions 23–32 on your Unit 3 ANSWER SHEET.

**23** The rabbit's _____ is white.

The word that BEST fits in the sentence above is

**A** fur.
**B** far.
**C** for.
**D** fir.

**24** Which sentence is correct?

**A** I am going to right a letter.
**B** Sue wears a ring on her write hand.
**C** Joe likes to right his papers in ink.
**D** All your answers were right.

**25** Snowflakes' many shapes are truly fascinating and lovely.

**Fascinating** means

**A** charming.
**B** alike.
**C** silent.
**D** close.

**26** "Blending In" is about how animals use camouflage.

An example of **camouflage** is

**A** an eagle's wide-spread wings.
**B** an owl's sharp eyes.
**C** a polar bear's white fur.
**D** a squirrel's bushy tail.

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**27** The suffix of the word **beautiful** is

**A** beau.
**B** beauty.
**C** ul.
**D** ful.

**28** Think of snowflakes as amazing tiny pieces of art that happen to be ice.

The meaning of **amazing** is

**A** small.
**B** thin.
**C** expensive.
**D** wonderful.

**29** In the sentence "It makes it a lot harder for the foxes and owls to see her, just as my fur makes it harder for mountain lions to spot me in the forest," the meaning of the word **spot** is

**A** notice.
**B** place.
**C** stain.
**D** mark.

**30** The prefix **un-** in **unnoticed** means

**A** very.
**B** not.
**C** little.
**D** never.

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**31** Water evaporates from your skin.

The word **evaporates** means

**A** changes to ice.
**B** changes to a gas.
**C** drips off.
**D** sinks in.

**32** You can be one foot away from a walking stick and never know it's there.

In this sentence, **foot** means

**A** the bottom of a hill.
**B** a measure of length.
**C** the end part of a leg.
**D** a seat at a table.

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## PART 4: GRAMMAR, USAGE, MECHANICS

**DIRECTIONS:** Mark all your answers for Questions 33–40 on your Unit 3 ANSWER SHEET.

**33** Why did John _____ the back porch?

**A** sweeping
**B** swept
**C** sweep
**D** sweeps

**34** Serena _____ her shoulders.

**A** shrugging
**B** have shrugged
**C** shrugged
**D** shrug

**35** Marc _____ the idea of moving to a new city.

**A** does enjoying
**B** have enjoyed
**C** was enjoyed
**D** is enjoying

**36** Toni and Bette _____ friends.

**A** is
**B** was
**C** are
**D** am

**37** Which sentence is written correctly?

**A** John explores the room and finds his keys.
**B** John exploring the room and find his keys.
**C** John explore the room and find his keys.
**D** John will explore the room and finding his keys.

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**38** Which sentence is written correctly?

**A** They spins the big wheel three times.
**B** They spinning the big wheel three times.
**C** They spinned the big wheel three times.
**D** They had spun the big wheel three times.

**39** Which sentence is written correctly?

**A** Will you please point out the correct answer?
**B** Will you please pointing out the correct answer?
**C** Will you please pointed out the correct answer?
**D** Will you please to point out the correct answer?

**40** Which sentence is written correctly?

**A** He kick the football over the fence.
**B** She have kicked the football over the fence.
**C** He kicked the football over the fence.
**D** He kicking the football over the fence.

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**READING**

**STOP.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 3 Test

**Student Name:** _____ **Date:** _____

## PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

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**WRITING**

**STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

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## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 3 Test

**Student Name:** _____ **Date:** _____

**Important Directions for Marking Answers**

- Use a black lead pencil (No. 2).
- Make heavy dark marks that fill the circle completely.
- Erase completely any answers you wish to change.
- If you erase a grid circle, do not redraw it.
- Do not make any stray marks on this answer sheet.

**CORRECT MARK**

Ⓐ ● Ⓒ Ⓓ

**INCORRECT MARK**

## PART 2: COMPREHENSION

| | | | |
|---|---|---|---|
| 1. Ⓐ Ⓑ Ⓒ Ⓓ | 4. Ⓐ Ⓑ Ⓒ Ⓓ | 7. Ⓐ Ⓑ Ⓒ Ⓓ | 10. Ⓐ Ⓑ Ⓒ Ⓓ |
| 2. Ⓐ Ⓑ Ⓒ Ⓓ | 5. Ⓐ Ⓑ Ⓒ Ⓓ | 8. Ⓐ Ⓑ Ⓒ Ⓓ | 11. Ⓐ Ⓑ Ⓒ Ⓓ |
| 3. Ⓐ Ⓑ Ⓒ Ⓓ | 6. Ⓐ Ⓑ Ⓒ Ⓓ | 9. Ⓐ Ⓑ Ⓒ Ⓓ | |

A. _____

_____

_____

_____

_____

_____

_____

_____

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**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 3 Test**

**Student Name:** _____ **Date:** _____

## PART 2: COMPREHENSION (CONTINUED)

| | | | |
|---|---|---|---|
| 12. Ⓐ Ⓑ Ⓒ Ⓓ | 15. Ⓐ Ⓑ Ⓒ Ⓓ | 18. Ⓐ Ⓑ Ⓒ Ⓓ | 21. Ⓐ Ⓑ Ⓒ Ⓓ |
| 13. Ⓐ Ⓑ Ⓒ Ⓓ | 16. Ⓐ Ⓑ Ⓒ Ⓓ | 19. Ⓐ Ⓑ Ⓒ Ⓓ | 22. Ⓐ Ⓑ Ⓒ Ⓓ |
| 14. Ⓐ Ⓑ Ⓒ Ⓓ | 17. Ⓐ Ⓑ Ⓒ Ⓓ | 20. Ⓐ Ⓑ Ⓒ Ⓓ | |

B.

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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 3 Test

**Student Name:** _____ **Date:** _____

### PART 3: VOCABULARY

23. Ⓐ Ⓑ Ⓒ Ⓓ
24. Ⓐ Ⓑ Ⓒ Ⓓ
25. Ⓐ Ⓑ Ⓒ Ⓓ
26. Ⓐ Ⓑ Ⓒ Ⓓ
27. Ⓐ Ⓑ Ⓒ Ⓓ
28. Ⓐ Ⓑ Ⓒ Ⓓ
29. Ⓐ Ⓑ Ⓒ Ⓓ
30. Ⓐ Ⓑ Ⓒ Ⓓ
31. Ⓐ Ⓑ Ⓒ Ⓓ
32. Ⓐ Ⓑ Ⓒ Ⓓ

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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 3 Test**

**Student Name:** _____ **Date:** _____

## PART 4: GRAMMAR, USAGE, MECHANICS

**33.** Ⓐ Ⓑ Ⓒ Ⓓ

**34.** Ⓐ Ⓑ Ⓒ Ⓓ

**35.** Ⓐ Ⓑ Ⓒ Ⓓ

**36.** Ⓐ Ⓑ Ⓒ Ⓓ

**37.** Ⓐ Ⓑ Ⓒ Ⓓ

**38.** Ⓐ Ⓑ Ⓒ Ⓓ

**39.** Ⓐ Ⓑ Ⓒ Ⓓ

**40.** Ⓐ Ⓑ Ⓒ Ⓓ

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**READING**

**STOP.**

NAME _____

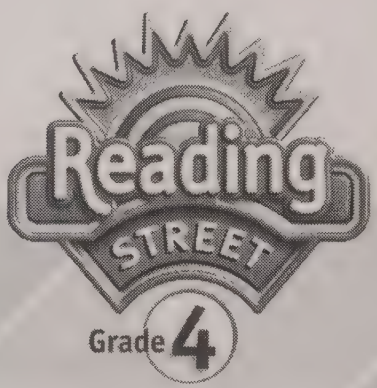
DATE _____

Scott Foresman

# Michigan Unit and End-of-Year Benchmark Tests

## in MEAP Test Format

### Unit 4 – Puzzles and Mysteries

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ISBN 0-328-22939-3

9 780328 229390 90000

# PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

People don't understand everything there is to know about the world. Many puzzling and mysterious things exist. People often search for clues to explain the mysteries around them. For example, they try to understand why animals behave a certain way.

The giant statues located on Easter Island in the Pacific Ocean are one example of a mystery. No one is sure who carved the statues from the rock or what the statues stand for. Scientists can only guess why the people who made the statues disappeared.

**WRITE ABOUT THE THEME: Searching for explanations to puzzles and mysteries**

Select **one** of the following:

Write a story about characters who find a solution to a puzzling situation.

**OR**

Write a story giving a possible explanation for a mystery such as why the dinosaurs disappeared.

**OR**

Write a story about a character who travels forward or backward in time to solve a mystery.

You may use examples from real life, from what you read or watch, or from your imagination.

Use the REVISING, EDITING, and PROOFREADING CHECKLISTS on the next page to help you as you write.

**When you are ready, you may begin writing. Enter your writing on your Unit 4 ANSWER SHEET in the space provided.**

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# PART 1: CHECKLISTS FOR REVISING AND PROOFREADING

**DIRECTIONS:** Use the following checklists as you revise and edit the writing you have done for Part 1. Then proofread your final copy to make sure all your revisions have been made.

## CHECKLIST FOR REVISING:

- Do I have a clear central idea that relates to the theme?
- Do I stay focused on the theme?
- Do I support my central idea with important details and examples?
- Do I need to take out details or examples that DO NOT support my central idea?
- Is my writing organized in a logical way?
- Do I use a variety of words, phrases, and sentences?
- Do I use specific words that clearly express my ideas?
- Do my sentences make sense?

## CHECKLIST FOR EDITING:

- Have I checked my sentences for grammar?
- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

## CHECKLIST FOR PROOFREADING:

**Is everything in my story on the Unit 4 ANSWER SHEET just the way I want it?**

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# PART 2: COMPREHENSION

## READING SELECTION #1

**DIRECTIONS:** Read Selection 1, HAWK IDENTIFICATION. Then answer the questions that follow. Mark all your answers on your Unit 4 ANSWER SHEET.

## Hawk Identification

It's not easy to tell hawks apart when they are flying overhead. Even the best bird-watchers can have trouble telling the difference between the sharp-shinned hawk and the Cooper's hawk because these birds are so similar. The feathers, or plumage, of these adult hawks are nearly the same. Do not forget that these birds will not sit still while you try to figure out what they are.

These two kinds of hawks are different in size. Unless they are sitting next to each other, though, it is hard to judge size. Also, the size of males and females of each species varies. (Females are about one-third larger than males for both hawks.) Another thing to think about is the difference between young and adult birds. Adult hawks are bigger than young hawks. Their bodies are shaped differently too. Younger hawks often have shorter wings and longer tails than adults.

Young hawks and adult hawks have different kinds of feathers. The Cooper's hawk has a dark cap on its head. This might help you tell it from a sharp-shinned hawk. You cannot always see a flying bird's head, though. Even if you see the head, you might mistake it for a young sharp-shinned hawk.

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Looking at the hawk's tail might help. The Cooper's hawk and the sharp-shinned hawk have different kinds of tails. The Cooper's hawk has a round tail. The sharp-shinned hawk's tail is narrow. These differences are hard to spot when the birds are sitting.

The two hawks act differently. Cooper's hawks like to travel alone. They hardly ever bother other birds. Sharp-shinned hawks travel in small groups of about six birds. They can be aggressive toward other birds. They sometimes even fight with other sharp-shinned hawks!

Do not feel bad if you cannot distinguish between these two birds. Even bird experts disagree on sightings. These hawks are among the hardest of all birds to tell apart. You need a lot of time in the field to correctly identify them. If you can tell the difference, though, you are a true hawk watcher.

"Hawk Identification"
Questions 1–11

**1** One important DIFFERENCE between Cooper's hawks and sharp-shinned hawks is that Cooper's hawks

**A** are easier to recognize than sharp-shinned hawks.
**B** are less social than sharp-shinned hawks.
**C** are much larger than sharp-shinned hawks.
**D** have shorter wings and tails than sharp-shinned hawks.

**2** One way to tell a Cooper's hawk and a sharp-shinned hawk apart is by the

**A** length of their wings.
**B** length of their tails.
**C** shape of their tails.
**D** shape of their heads.

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**3** The main idea of the last paragraph is

**A** people who want to know about hawks should study them a lot.
**B** sharp-shinned hawks will often pick fights with other birds.
**C** telling these hawks apart takes a lot of bird-watching time.
**D** bird experts often disagree on which hawk is which.

**4** This selection is an example of

**A** realistic fiction.
**B** a biography.
**C** nonfiction.
**D** a fable.

**5** It is hard to identify these hawks by their tails because

**A** their tails are too often moving fast.
**B** their tails can't be seen when they fly.
**C** their tails look the same when they sit.
**D** their tail feathers are sometimes damaged or missing.

**6** One thing that is TRUE about both types of hawks is

**A** they have beautiful plumage.
**B** the females are larger than the males.
**C** they have the same color head.
**D** they are both always ready to fight.

**7** Other than size, the most important DIFFERENCE between young and old hawks is their

**A** diet.
**B** behavior.
**C** beaks.
**D** shapes.

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**8** The easiest way to tell a Cooper's hawk from a sharp-shinned hawk is by

**A** looking at each hawk through a powerful telescope.
**B** comparing the young of each species as they sit in the nest.
**C** looking at ten of each type of hawk as they fly together.
**D** studying an example of each species as they sit in the same tree.

**9** The author's main purpose in writing this selection was to describe

**A** the differences between two kinds of hawks.
**B** how difficult it can be to tell the age of a hawk.
**C** why it is so hard to tell two kinds of hawks apart.
**D** what it takes to become an expert bird-watcher.

**10** In this selection, a sentence about the behavior of different hawks could be added to

**A** paragraph one.
**B** paragraph two.
**C** paragraph four.
**D** paragraph five.

**11** A word that BEST describes the writing in this selection is

**A** creative.
**B** detailed.
**C** humorous.
**D** inspiring.

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## PART 2A: RESPONSE TO THE READING SELECTION

**DIRECTIONS:** Write your answer to Question A on your Unit 4 ANSWER SHEET in the space provided. Base your answer on "Hawk Identification."

**A Based on "Hawk Identification," what personal qualities would someone need in order to succeed in bird watching?**

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## READING SELECTION #2

**DIRECTIONS:** Read Selection 2, THE HUNT. Then answer the questions that follow. Mark all your answers on your Unit 4 ANSWER SHEET.

# The Hunt

It was early morning. Lopa went to the fire pit and stirred the ashes. Flames seemed to pop from nowhere, and he added more wood so that he could boil some bark tea for his grandfather. This was the day his grandfather would take him to the forest and teach him to hunt.

Hours later, Lopa and his grandfather lay high on a bluff watching the river bank for the game that would come there to drink. There could be deer or antelope, which were hard to sneak up on, or there might be wild pigs. There could also be muskrat and otter, or river ducks. And on this day all they would do is see the animals, for they carried no weapons. Daka was a wise elder, and he knew that hunting was more about knowing the animals than taking them. He would have Lopa spend many days watching and learning. Whether they saw any game or not, they would talk long into the night about the day and what it meant.

Then Lopa heard it, and his body filled with excitement. He looked at his grandfather, but the elder's face showed no reaction. Lopa listened some more to a sound that started and stopped, sounding like branches scraping overhead, but it came from the river. It grew louder.

Then around the bend swam two large creatures with arms longer than a man is tall, reaching out and pushing through the water. The noise was coming from their arms.

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Lopa looked at Daka, but the old man said nothing.

Soon Lopa could see that the creatures were canoes, but not small and swift like those of his people. These were large and slow. They rode low in the water, and they carried eight men or more.

They steered into the bank underneath Lopa and Daka and started taking things from the canoes. They had many boxes and bags. Many had long sticks that they kept with them at all times. The men's bodies were covered with thick, heavy clothing, and it seemed to take them forever to make a camp.

That night when Lopa and his grandfather should have been talking about the animals they had seen, they had nothing to say. They had seen no animals.

Finally, the flames dropped down into the ashes and Lopa asked, "What were those men? What does it mean to have them in our river?"

The elder looked at his grandson and said, "I do not know. We will have to watch and talk and learn together."

"The Hunt"
Questions 12–22

**12** The author included the campfire scene in the first paragraph to

**A** tell what was most important to Lopa.
**B** show how Lopa's important day began.
**C** explain how to get a fire started again.
**D** to show how excited Lopa was on this day.

**13** The words that BEST describe most of Daka's teaching in "The Hunt" are

**A** walking and talking.
**B** waiting and watching.
**C** thinking and acting.
**D** learning and hiding.

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**14** One way the hunt described in paragraph two DIFFERS from the hunts Lopa would MOST LIKELY go on when he grew older, is that Lopa and his grandfather

**A** did not need food.
**B** had no weapons.
**C** failed to catch any animals.
**D** were not very excited.

**15** Based on the selection, the grandfather was trying to teach Lopa to

**A** move quietly and stay hidden.
**B** survive alone in the wilderness.
**C** learn the habits of animals.
**D** care about other societies.

**16** In the sentence "Then around the bend swam two large creatures with arms longer than a man is tall, reaching out and pushing through the water," the author is trying to show that Lopa and Daka

**A** were afraid of the creatures.
**B** had not seen boats like these before.
**C** were being chased by these strangers.
**D** wished they had a large canoe.

**17** The MOST LIKELY reason Lopa and his grandfather saw no animals is that

**A** they were too busy talking about these strangers.
**B** there were no animals in the area that day.
**C** they were not hunting that day, only looking.
**D** the animals were scared off by the strangers.

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**18** Based on paragraphs six and seven, what Lopa and Daka considered MOST important about the strangers was that they

**A** had canoes that were better than Lopa and Daka's.
**B** brought things Lopa and Daka had never seen before.
**C** disliked nature.
**D** were not at all friendly.

**19** When they first heard something coming their way, the actions of Lopa and Daka's actions DIFFERED because

**A** Lopa was less nervous.
**B** Daka was more excited.
**C** Lopa was less eager.
**D** Daka was calmer.

**20** Lopa and Daka were able to watch the strangers without being seen by them because they were

**A** hiding behind trees.
**B** high above the strangers.
**C** hiding in the river bank.
**D** talking very quietly.

**21** With the words "the flames dropped down into the ashes," the author is suggesting that

**A** the fire was out of control.
**B** Lopa was going to fall asleep.
**C** it was getting late.
**D** Daka had something important to say.

**22** Lopa and Daka will MOST LIKELY spend the next day

**A** moving their village.
**B** greeting the strangers.
**C** hunting somewhere else.
**D** watching the strangers.

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## PART 2B: RESPONSE TO THE CROSS-TEXT READING SELECTIONS

**DIRECTIONS:** Write your response to Question B on your Unit 4 ANSWER SHEET in the space provided. Base your response on BOTH "Hawk Identification" and "The Hunt." Use the Checklist below to help you when you write your response. Then proofread your response to make sure it is the way you want it.

**B Each selection, "Hawk Identification" and "The Hunt," teaches the importance of watching carefully in order to learn. Explain what is being taught in each selection.**

### CHECKLIST:

- Do I clearly answer the question I was asked?
- Do I show what is being taught in each selection?
- Do I support my response with examples and details from BOTH reading selections?
- Is my response complete?

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## PART 3: VOCABULARY

**DIRECTIONS:** Mark all your answers for Questions 23–32 on your Unit 4 ANSWER SHEET.

**23** He added some shavings of bark and strands of grass. Another word for **strands** is

**A** piles.
**B** hairs.
**C** clumps.
**D** blades.

**24** Lopa and his grandfather lay high on a bluff watching the river bank. Another word for **bluff** is

**A** cliff.
**B** beach.
**C** tower.
**D** branch.

**25** As Lopa watched the river, a sound grew louder. A word that means the OPPOSITE of **louder** is

**A** bigger.
**B** higher.
**C** quieter.
**D** noisier.

**26** Lopa and his grandfather lay watching for the game that would come there to drink. In the sentence above, **game** means

**A** play.
**B** contest.
**C** plan.
**D** animals.

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27 The Cooper's hawk and the sharp-shinned hawk are very similar. A word that means the OPPOSITE of **similar** is

**A** alike.
**B** different.
**C** usual.
**D** difficult.

28 Sharp-shinned hawks can be aggressive toward other birds. A word that means the OPPOSITE of **aggressive** is

**A** surprising.
**B** forceful.
**C** outgoing.
**D** gentle.

29 Adult hawks are obviously bigger than young hawks. The phrase that could BEST replace the word **obviously** is

**A** of course.
**B** at times.
**C** considered to be.
**D** by a large amount.

30 Even bird experts disagree on sightings. A word that means the OPPOSITE of **experts** is

**A** professionals.
**B** students.
**C** citizens.
**D** amateurs.

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**31** The feathers, or plumage, of these adult hawks are nearly the same.
**Plumage** means

**A** the wings of a hawk.
**B** the size of a hawk.
**C** the colors of a bird.
**D** the feathers of a bird.

**32** Do not feel badly if you cannot distinguish between these two birds.
The word **distinguish** in this sentence means

**A** honor.
**B** locate.
**C** tell apart.
**D** communicate with.

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## PART 4: GRAMMAR, USAGE, MECHANICS

**DIRECTIONS:** Mark all your answers for Questions 33–40 on your Unit 4 ANSWER SHEET.

**33** Mrs. Thompson asked _____ to rake her yard.

- **A** Joe and me
- **B** Joe and I
- **C** me and him
- **D** I and him

**34** After she had spent three weeks with the Smiths, Sarah liked living with _____.

- **A** his
- **B** they
- **C** he
- **D** them

**35** _____ went to the store.

- **A** Me and her
- **B** She and I
- **C** They and me
- **D** Her and I

**36** Is _____ going with me?

- **A** her
- **B** he
- **C** they
- **D** you

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**37** Alice is someone _____ has trouble making up her mind.

**A** who
**B** she
**C** which
**D** whom

**38** Which sentence is written correctly?

**A** When it's hot outside, the babies cry.
**B** When it's hot outside, the baby's cry.
**C** When its hot outside, the babies cry.
**D** When its hot outside, the baby's cry.

**39** Which sentence is written correctly?

**A** Todd and Jay had mud on his shoes.
**B** Todd and Jay had mud on its shoes.
**C** Todd and Jay had mud on theirs shoes.
**D** Todd and Jay had mud on their shoes.

**40** Which sentence is written correctly?

**A** She and I was happy.
**B** They was happy.
**C** She were happy.
**D** They were happy.

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**READING**

**STOP.**

**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 4 Test**

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## PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

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**WRITING**

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**Important Directions for Marking Answers**

- Use a black lead pencil (No. 2).
- Make heavy dark marks that fill the circle completely.
- Erase completely any answers you wish to change.
- If you erase a grid circle, do not redraw it.
- Do not make any stray marks on this answer sheet.

**CORRECT MARK**

Ⓐ ● Ⓒ Ⓓ

**INCORRECT MARK**

## PART 2: COMPREHENSION

| | | | |
|---|---|---|---|
| 1. Ⓐ Ⓑ Ⓒ Ⓓ | 4. Ⓐ Ⓑ Ⓒ Ⓓ | 7. Ⓐ Ⓑ Ⓒ Ⓓ | 10. Ⓐ Ⓑ Ⓒ Ⓓ |
| 2. Ⓐ Ⓑ Ⓒ Ⓓ | 5. Ⓐ Ⓑ Ⓒ Ⓓ | 8. Ⓐ Ⓑ Ⓒ Ⓓ | 11. Ⓐ Ⓑ Ⓒ Ⓓ |
| 3. Ⓐ Ⓑ Ⓒ Ⓓ | 6. Ⓐ Ⓑ Ⓒ Ⓓ | 9. Ⓐ Ⓑ Ⓒ Ⓓ | |

A. _____

_____

_____

_____

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**Student Answer Sheet, Unit 4 Test**

**Student Name:** _____ **Date:** _____

## PART 2: COMPREHENSION (CONTINUED)

| | | | |
|---|---|---|---|
| 12. Ⓐ Ⓑ Ⓒ Ⓓ | 15. Ⓐ Ⓑ Ⓒ Ⓓ | 18. Ⓐ Ⓑ Ⓒ Ⓓ | 21. Ⓐ Ⓑ Ⓒ Ⓓ |
| 13. Ⓐ Ⓑ Ⓒ Ⓓ | 16. Ⓐ Ⓑ Ⓒ Ⓓ | 19. Ⓐ Ⓑ Ⓒ Ⓓ | 22. Ⓐ Ⓑ Ⓒ Ⓓ |
| 14. Ⓐ Ⓑ Ⓒ Ⓓ | 17. Ⓐ Ⓑ Ⓒ Ⓓ | 20. Ⓐ Ⓑ Ⓒ Ⓓ | |

B.

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## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 4 Test

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### PART 3: VOCABULARY

23. Ⓐ Ⓑ Ⓒ Ⓓ
24. Ⓐ Ⓑ Ⓒ Ⓓ
25. Ⓐ Ⓑ Ⓒ Ⓓ
26. Ⓐ Ⓑ Ⓒ Ⓓ
27. Ⓐ Ⓑ Ⓒ Ⓓ
28. Ⓐ Ⓑ Ⓒ Ⓓ
29. Ⓐ Ⓑ Ⓒ Ⓓ
30. Ⓐ Ⓑ Ⓒ Ⓓ
31. Ⓐ Ⓑ Ⓒ Ⓓ
32. Ⓐ Ⓑ Ⓒ Ⓓ

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**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 4 Test**

**Student Name:** _____ **Date:** _____

## PART 4: GRAMMAR, USAGE, MECHANICS

**33.** Ⓐ Ⓑ Ⓒ Ⓓ

**34.** Ⓐ Ⓑ Ⓒ Ⓓ

**35.** Ⓐ Ⓑ Ⓒ Ⓓ

**36.** Ⓐ Ⓑ Ⓒ Ⓓ

**37.** Ⓐ Ⓑ Ⓒ Ⓓ

**38.** Ⓐ Ⓑ Ⓒ Ⓓ

**39.** Ⓐ Ⓑ Ⓒ Ⓓ

**40.** Ⓐ Ⓑ Ⓒ Ⓓ

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**READING**

**STOP.**

NAME _____

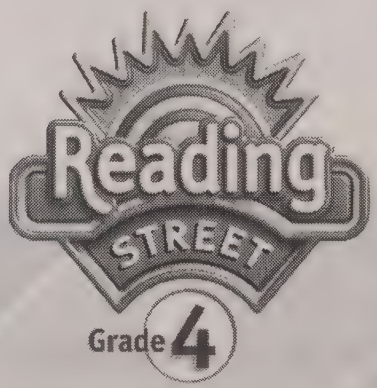
DATE _____

Scott Foresman

# Michigan Unit and End-of-Year Benchmark Tests

## in MEAP Test Format

### Unit 5 – Adventures by Land, Air, and Water

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1 2 3 4 5 6 7 8 9 10 V031 14 13 12 11 10 09 08 07 06 05

ISBN 0-328-22940-7

9 780328 229406 90000

# PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

Adventures are exciting or unusual experiences that sometimes involve dangers and risks. People who seek adventure often enjoy being the first to accomplish or discover something. They like facing challenges that test their strength and skills. Mountain climbing is an example of an adventure that some people enjoy.

**WRITE ABOUT THE THEME: Looking for adventure**

Select **one** of the following:

Write an essay to persuade others that an African safari would be a great adventure.

**OR**

Write an essay to persuade someone to take part in an activity that he or she has been afraid to try.

**OR**

Write a letter someone might send asking a parent for permission to go on a trip with a friend's family.

You may use examples from real life, from what you read or watch, or from your imagination.

Use the REVISING, EDITING, and PROOFREADING CHECKLISTS on the next page to help you as you write.

**When you are ready, you may begin writing. Enter your writing on your Unit 5 ANSWER SHEET in the space provided.**

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# PART 1: CHECKLISTS FOR REVISING AND PROOFREADING

**DIRECTIONS:** Use the following checklists as you revise and edit the writing you have done for Part 1. Then proofread your final copy to make sure all your revisions have been made.

## CHECKLIST FOR REVISING:

- Do I have a clear central idea that relates to the theme?
- Do I stay focused on the theme?
- Do I support my central idea with important details and examples?
- Do I need to take out details or examples that DO NOT support my central idea?
- Is my writing organized in a logical way?
- Do I use a variety of words, phrases, and sentences?
- Do I use specific words that clearly express my ideas?
- Do my sentences make sense?

## CHECKLIST FOR EDITING:

- Have I checked my sentences for grammar?
- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

## CHECKLIST FOR PROOFREADING:

**Is everything in my final copy on the Unit 5 ANSWER SHEET just the way I want it?**

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# PART 2: COMPREHENSION

## READING SELECTION #1

**DIRECTIONS:** Read Selection 1, A NEW START. Then answer the questions that follow. Mark all your answers on your Unit 5 ANSWER SHEET.

## A New Start

After a long and difficult journey from the East Coast, Sarah's family stopped in the Great Plains. This is where they would settle and begin their new life. While everyone was happy to stop traveling, they realized they faced many challenges.

Other families had arrived before Sarah's, and these settlers had built their homes along the rivers and streams. There was no more room for Sarah's family to build a house close to the water. The plains were covered with beautiful tall grasses, but there were very few trees. Sarah wondered how her father could build a house without wood. After talking to some of their neighbors, Sarah learned that the summers were very hot, while the winters were very cold. How would they stay comfortable in such a place?

Sarah's father began by building a windmill. He explained that it would pump water from underground. This way, the family would not have to walk to the stream and carry water back up to their house each day.

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Sarah quickly learned how to build a house without timber. She and her mother cut strips of sod. The soil was held together by long grass roots. It was tough and flexible. They piled the sod strips one on top of the other, creating walls. The house would only have one door and two small windows, so very little timber would be needed. Sarah was relieved to learn that the sod walls would keep the house cool during the summer months and warm during the winter.

Sarah was in charge of the cows. She didn't know how to keep the livestock close by and safe. Her parents collected thorny brush from along the river banks. They piled the plants high and tied them together. This formed a rough enclosure that would work as a pen.

As Sarah and her parents continued to work on their new home, another family arrived in the area. They would have to settle even farther away from the river. There was not enough timber to build another windmill. Sarah and her parents welcomed their new neighbors and offered to share their water. As Sarah's mother explained, life was already difficult and unpredictable enough. The least they could do was to offer help to one another.

In return, the new neighbors provided Sarah's family with fresh eggs from their chickens. In no time, a community formed and families traded goods and friendships.

"A New Start"
Questions 1–11

**1** The FIRST thing that happened in the selection was that

**A** Sarah and her mother made sod walls.
**B** Sarah's father built a windmill.
**C** Sarah and her parents welcomed new neighbors.
**D** Sarah's parents made a pen for the cows.

**2** The reason the author MOST LIKELY wrote this selection is to

**A** entertain the reader with an amusing story.
**B** express feelings about the pioneers' challenges.
**C** tell what life was like for pioneers.
**D** present Sarah's life story.

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3 It is important to the plot that Sarah's family could not build their home right by the stream because it explained

**A** how little wood there was.
**B** why they were so uncomfortable.
**C** why they moved from the East Coast.
**D** why the family began by building a windmill.

4 This selection is an example of

**A** a newspaper article.
**B** historical fiction.
**C** a journal.
**D** a biography.

5 A LIKELY challenge facing Sarah's family would be

**A** nosy neighbors.
**B** smelly factories.
**C** winter storms.
**D** landslides.

6 The LAST thing that happened in the selection was that

**A** Sarah's neighbors told her about the weather.
**B** Sarah's family offered to share the water from their windmill.
**C** Sarah's neighbors gave Sarah's family fresh eggs.
**D** Sarah's family left the East Coast.

7 From this selection, you can conclude that Sarah

**A** is shy and well-mannered.
**B** must be encouraged to work.
**C** has many younger brothers and sisters.
**D** learned many new things moving west.

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**8** The conflicts in the selection were resolved when

**A** Sarah's family moved west.
**B** a pen was built for the cows.
**C** the new neighbors became friends.
**D** people used what they had.

**9** If the cows tried to get out of their pen,

**A** they would be pricked by thorns.
**B** Sarah would yell at them.
**C** they would get lost.
**D** Sarah would get in trouble.

**10** One thing the sod houses have in common with today's modern homes is that they

**A** had many doors and windows.
**B** provided protection.
**C** were simple to build.
**D** were very clean.

**11** The kind of roof Sarah's house would MOST LIKELY have is

**A** steep and covered with brush.
**B** steep and covered with prairie grass.
**C** almost flat and covered with boards.
**D** almost flat and covered with sod.

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## PART 2A: RESPONSE TO THE READING SELECTION

**DIRECTIONS:** Write your answer to Question A on your Unit 5 ANSWER SHEET in the space provided. Base your answer on "A New Start."

**A Sarah and her new neighbors helped one another in many ways. What are some ways people in your community can help one another?**

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## READING SELECTION #2

**DIRECTIONS:** Read Selection 2, THE VINE THAT ATE THE SOUTH. Then answer the questions that follow. Mark all your answers on your Unit 5 ANSWER SHEET.

# The Vine That Ate the South

Kudzu is a fast-growing vine that covers millions of acres in the southern United States. It is so common in that part of the country that one might think it is a native plant, but it is not. Kudzu was brought to the United States from Japan in 1876. Many Americans thought it was beautiful, and they began planting it. Little did they know it could grow up to a foot a day during the summer months. Nor did they know that it would grow up and over anything in its path.

In its native Japan, kudzu experienced moderate winters and a short growing season. In the United States, southern weather is warm and wet, with short, mild winters and a very long growing season. The new climate was perfect for kudzu.

In the 1920s, people used the vine to feed farm animals. Ten years later, the government supported its use because it kept soil from washing away. However, by the 1950s, the government no longer wanted people to plant the vine. Twenty years after that, the government labeled it a harmful weed.

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The vine grows up trees, light posts, and buildings, making some beautiful shapes. However, it can also damage its surroundings. Trees die after kudzu covers them because they can't get enough light. Kudzu also can uproot trees because of its weight. Scientists looking for ways to kill the vine found that it is a very tough plant. Some of the poisons they used to try to kill it made it grow better. Kudzu roots are large and heavy, making it difficult to dig up.

Because kudzu is so hard to get rid of, some people are making the best of it, finding different uses for the vine. Some people put goats on land covered by kudzu. The vine feeds the goats, and the people sell the goat's milk and wool. Kudzu can be eaten by people, and it can be used to make paper and baskets. It is also being studied in the hope that it can be used as medicine. At the very least, kudzu serves as an example of the unexpected results that can occur from importing non-native plants.

"The Vine That Ate the South"
Questions 12–22

**12** The FIRST thing that happened in this selection was that

**A** kudzu's medicinal value was studied.
**B** the government claimed kudzu was a weed.
**C** kudzu was brought to the United States.
**D** the government encouraged people to plant kudzu.

**13** The author MOST LIKELY titled the selection "The Vine That Ate the South" to

**A** let readers know that kudzu is a vine.
**B** convince the reader that the passage is serious.
**C** let readers know the plant is dangerous.
**D** interest the reader with humor.

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**14** Kudzu covers everything in its path because it

**A** is a climbing vine that grows very quickly.
**B** has a short growing season in Japan.
**C** is a plant that is difficult to kill.
**D** has large and heavy roots.

**15** The last paragraph is MOSTLY about

**A** why people want to kill the vine.
**B** how people use the vine.
**C** how quickly the vine grows.
**D** why people use the vine.

**16** Which of the following sentences BEST states what the government's opinion of kudzu is now?

**A** People should not plant any more of it.
**B** It is useful to farmers, scientists, and artists.
**C** It should only be used in the south.
**D** It is a pretty plant that makes beautiful shapes.

**17** If you wanted to prove the fact that kudzu was brought to the United States in 1876, the most useful reference source would be

**A** an atlas.
**B** a dictionary.
**C** an encyclopedia.
**D** an almanac.

**18** If the weather in the south stayed dry and cold all the time, the kudzu would

**A** grow faster.
**B** be easier to dig up.
**C** kill more trees.
**D** die.

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**19** A conclusion you can draw about importing non-native plants is that it

**A** is not allowed.
**B** helps the environment.
**C** can cause problems.
**D** is good to grow new plants.

**20** After people realized kudzu could harm surrounding plants,

**A** they learned they could feed kudzu to their farm animals.
**B** the government used it to control erosion.
**C** they cut down the surrounding plants.
**D** scientists looked for ways to kill it.

**21** The title of the selection is "The Vine That Ate the South." Another good title for this selection would be

**A** "Japanese Plants."
**B** "The Foot-A-Day Vine."
**C** "Why Climate Is Important."
**D** "Plants That Kill."

**22** The author's main purpose for writing this selection is to

**A** teach the history of kudzu in the United States.
**B** explain how kudzu is used to make money.
**C** explain how scientists can use kudzu.
**D** tell where kudzu is from.

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## PART 2B: RESPONSE TO THE CROSS-TEXT READING SELECTIONS

**DIRECTIONS:** Write your response to Question B on your Unit 2 ANSWER SHEET in the space provided. Base your response on BOTH "A New Start" and "The Vine That Ate the South." Use the Checklist below to help you when you write your response. Then proofread your response to make sure it is the way you want it.

**B Both "A New Start" and "The Vine That Ate the South" tell about problems that people face. Give one example of a solution to a problem from each selection.**

### CHECKLIST:

- Do I clearly answer the question I was asked?
- Do I show a problem people faced in each selection and how they solved it?
- Do I support my response with examples and details from BOTH reading selections?
- Is my response complete?

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## PART 3: VOCABULARY

**DIRECTIONS:** Mark all your answers for Questions 23–32 on your Unit 5 ANSWER SHEET.

**23** Sarah's parents collected thorny brush from along the river banks. The meaning of the homonym **brush** in this sentence is

**A** shrubs, bushes, and small trees.
**B** a tool with bristles used for cleaning, sweeping, or painting.
**C** a thinly settled country.
**D** the bushy tail of an animal such as a fox.

**24** This is where the settlers would settle and begin their new life. A synonym for **begin** is

**A** finish.
**B** stand.
**C** start.
**D** continue.

**25** These settlers had built their homes along the rivers and streams. A synonym for **streams** is

**A** lakes.
**B** shores.
**C** ponds.
**D** creeks.

**26** A pair of synonyms used in "A New Start" is

**A** door and window.
**B** windmill and water.
**C** wood and timber.
**D** close by and safe.

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27 "The Vine That Ate the South" says that kudzu roots are difficult to dig up because they are large and heavy. Another word for **difficult** as it is used in this sentence is

**A** simple.
**B** hard.
**C** tiresome.
**D** effortless.

28 Plants formed a rough enclosure to act as a pen for animals. The meaning of the homonym **pen** in this sentence is

**A** internal shell of a squid.
**B** prison.
**C** small, closed yard.
**D** instrument used for writing or drawing with ink.

29 Kudzu serves as an example of unexpected results. The word **unexpected** means

**A** not tried.
**B** puzzling.
**C** wonderful.
**D** not planned.

30 The government labeled kudzu a harmful weed. The word **labeled** means

**A** named.
**B** gardened.
**C** banned.
**D** killed.

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**31** Kudzu also can uproot trees because of its weight. The meaning of **uproot** in this sentence is

**A** get stronger with age.
**B** force out of the ground.
**C** grow taller.
**D** push the tree up higher.

**32** A CORRECT pair of synonyms is

**A** milk and wool.
**B** harmful and safe.
**C** log and fire.
**D** earth and soil.

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## PART 4: GRAMMAR, USAGE, MECHANICS

**DIRECTIONS:** Mark all your answers for Questions 33–40 on your Unit 5 ANSWER SHEET.

**33** Which sentence is correct?

**A** The dog chewed an bone.
**B** I want to get a early start.
**C** The actor won an Oscar.
**D** She saw a anteater at the zoo.

**34** Which phrase is incorrect?

**A** the door
**B** an idea
**C** the truck
**D** a hour

**35** Which sentence is correct?

**A** Tina is the smartest girl in my class.
**B** This towel is the more drier.
**C** That pillow is soft than this one.
**D** She is the gracefullest dancer.

**36** In the sentence "He read the directions carefully," **carefully** is

**A** a preposition.
**B** an adjective.
**C** a verb.
**D** an adverb.

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**37** In the sentence "The rusty bicycle is outside," **rusty** is

**A** a preposition.
**B** an adjective.
**C** a noun.
**D** an adverb.

**38** Which sentence is correct?

**A** He ate quick.
**B** Fran jumps highest than Todd.
**C** She sang sweetly.
**D** The bell rang long today than yesterday.

**39** In the sentence "The cat crawled in the box," the word **in** is

**A** a preposition.
**B** an adjective.
**C** a noun.
**D** an adverb.

**40** In the sentence "She chased him around the tree," **around the tree** is a

**A** complete subject.
**B** complete predicate.
**C** prepositional phrase.
**D** noun phrase.

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**READING**

**STOP.**

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## PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

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**WRITING**

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## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 5 Test

**Student Name:** _____ **Date:** _____

**Important Directions for Marking Answers**

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- Do not make any stray marks on this answer sheet.

**CORRECT MARK**

Ⓐ ● Ⓒ Ⓓ

**INCORRECT MARK**

## PART 2: COMPREHENSION

| | | | |
|---|---|---|---|
| 1. Ⓐ Ⓑ Ⓒ Ⓓ | 4. Ⓐ Ⓑ Ⓒ Ⓓ | 7. Ⓐ Ⓑ Ⓒ Ⓓ | 10. Ⓐ Ⓑ Ⓒ Ⓓ |
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| 3. Ⓐ Ⓑ Ⓒ Ⓓ | 6. Ⓐ Ⓑ Ⓒ Ⓓ | 9. Ⓐ Ⓑ Ⓒ Ⓓ | |

A.

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**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 5 Test**

**Student Name:** _____ **Date:** _____

## PART 2: COMPREHENSION (CONTINUED)

| | | | |
|---|---|---|---|
| 12. Ⓐ Ⓑ Ⓒ Ⓓ | 15. Ⓐ Ⓑ Ⓒ Ⓓ | 18. Ⓐ Ⓑ Ⓒ Ⓓ | 21. Ⓐ Ⓑ Ⓒ Ⓓ |
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| 14. Ⓐ Ⓑ Ⓒ Ⓓ | 17. Ⓐ Ⓑ Ⓒ Ⓓ | 20. Ⓐ Ⓑ Ⓒ Ⓓ | |

B.

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## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 5 Test

**Student Name:** _____ **Date:** _____

### PART 3: VOCABULARY

23. Ⓐ Ⓑ Ⓒ Ⓓ
24. Ⓐ Ⓑ Ⓒ Ⓓ
25. Ⓐ Ⓑ Ⓒ Ⓓ
26. Ⓐ Ⓑ Ⓒ Ⓓ
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31. Ⓐ Ⓑ Ⓒ Ⓓ
32. Ⓐ Ⓑ Ⓒ Ⓓ

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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 5 Test

**Student Name:** _____ **Date:** _____

### PART 4: GRAMMAR, USAGE, MECHANICS

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39. Ⓐ Ⓑ Ⓒ Ⓓ
40. Ⓐ Ⓑ Ⓒ Ⓓ

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**READING** **STOP.**

NAME _____

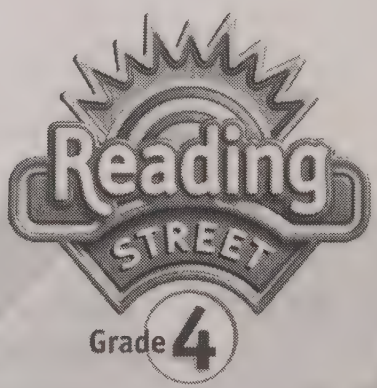
DATE _____

Scott Foresman

# Michigan Unit and End-of-Year Benchmark Tests

## in MEAP Test Format

### Unit 6 – Reaching for Goals




PEARSON Scott Foresman

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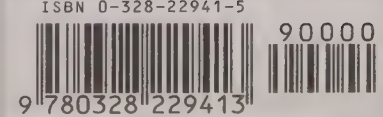
ISBN 0-328-22941-5



# PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

A goal is something that someone tries hard to achieve. The goals and dreams people have often depend on their experiences. Personal abilities and interests also help shape goals. Sometimes the actions of others inspire individuals to reach for certain goals.

Many factors help people succeed in achieving their goals. Those who believe in themselves are more likely to reach their goals. Hard work and determination are also traits of successful people. Many people also rely on the support of family and friends in achieving their dreams.

**WRITE ABOUT THE THEME: Achieving goals and dreams**

Select **one** of the following:

Write about a time when you achieved a goal you had set for yourself.

**OR**

Write an essay to persuade others to help achieve an important community goal.

**OR**

Write a story about a character who overcomes difficulties to make a dream come true.

You may use examples from real life, from what you read or watch, or from your imagination.

Use the REVISING, EDITING, and PROOFREADING CHECKLISTS on the next page to help you as you write.

**When you are ready, you may begin writing. Enter your writing on your Unit 6 ANSWER SHEET in the space provided.**

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# PART 1: CHECKLISTS FOR REVISING AND PROOFREADING

**DIRECTIONS:** Use the following checklists as you revise and edit the writing you have done for Part 1. Then proofread your final copy to make sure all your revisions have been made.

## CHECKLIST FOR REVISING:

- Do I have a clear central idea that relates to the theme?
- Do I stay focused on the theme?
- Do I support my central idea with important details and examples?
- Do I need to take out details or examples that DO NOT support my central idea?
- Is my writing organized in a logical way?
- Do I use a variety of words, phrases, and sentences?
- Do I use specific words that clearly express my ideas?
- Do my sentences make sense?

## CHECKLIST FOR EDITING:

- Have I checked my sentences for grammar?
- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

## CHECKLIST FOR PROOFREADING:

**Is everything in my final copy on the Unit 6 ANSWER SHEET just the way I want it?**

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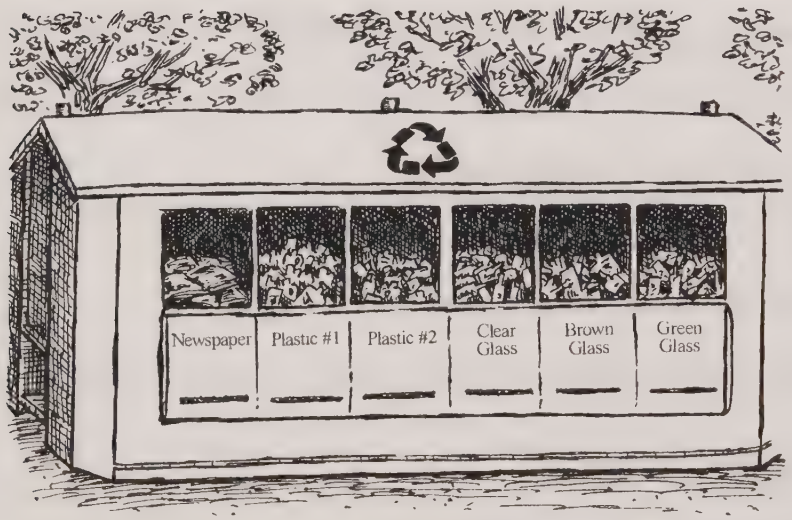
# PART 2: COMPREHENSION

## READING SELECTION #1

**DIRECTIONS:** Read Selection 1, FROM TRASH TO TREASURE. Then answer the questions that follow. Mark all your answers on your Unit 6 ANSWER SHEET.

## From Trash to Treasure




How are park benches, pencils, carpet, and certain pieces of clothing alike? Plastic can be used to produce all of these. If a plastic bottle is thrown away and it ends up in a landfill, it will take up space for a long time. It will not break down for hundreds of years! It is better to turn our trash into things that can be used.

Have you ever noticed the numbers on the bottom of a plastic bottle? These numbers tell what type of plastic was used to make the bottle. It's hard to believe, but a soft-drink bottle with the number one on the bottom can be used to make a soft, fuzzy, warm fabric called fleece. This light and strong cloth can keep you as warm as wool can, but if it gets wet, it will dry much faster than wool. The fleece produced from the plastic is made into jackets, blankets, and even pet beds.

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So how does plastic become clothing? The first step is for the plastic to be taken to a recycling center. There are bins at the center that have numbers on them. The number on the bottom of the bottles should match the number on the bin. It is important to have all of the same types of plastics together. All the things that have been dropped off at the center are then taken to a bigger center. Here, they are sorted again. Next, the bottles are cleaned and chopped into tiny pieces. These pieces are melted. Then the melted material is forced through tiny holes in flat plates. This makes long thin strands. After these become hard, they are spun into long threads. The threads are then stretched. The threads are also wrinkled so that they will have the small curls or waves that natural threads and fibers have. These threads are then woven into cloth. The cloth is made into clothing, blankets, and pet beds. It takes about twenty-five 2-liter bottles to make one fleece jacket. Making treasures out of trash—now that's special!

"From Trash to Treasure"
Questions 1–11

**1** Look at the picture. An item that can be recycled is

**A** rubber.
**B** wire.
**C** cloth.
**D** glass.

**2** Which of the following is a statement of opinion?

**A** It is better to turn our trash into things that can be used.
**B** There are bins at the (recycling) center that have numbers on them.
**C** The bottles are cleaned and chopped into tiny pieces.
**D** It takes about twenty-five 2-liter bottles to make one fleece jacket.

**3** Based on the picture, you can tell that

**A** wood is recycled here.
**B** metal is recycled here.
**C** there are at least two different kinds of plastic.
**D** there are five different kinds of glass.

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4 To prove the fact that plastic in a landfill will not break down for hundreds of years, you would use

**A** a dictionary.
**B** an almanac.
**C** a thesaurus.
**D** an encyclopedia.

5 Some park benches and pencils are ALIKE in that they both can be

**A** made from plastic.
**B** turned into different products.
**C** turned into fleece cloth.
**D** found at recycling centers.

6 One disadvantage of putting plastics in landfills is the

**A** plastic rots away too quickly.
**B** world could run out of plastic.
**C** plastic can't be used again.
**D** water supply could become unsafe.

7 Numbers on the bottom of plastic bottles are used to

**A** make sorting for recycling easier.
**B** help children learn to count.
**C** let people know how much the bottles cost.
**D** let companies keep up with how many bottles they made.

8 When using plastic to make clothing, after the threads are wrinkled, they are then

**A** melted.
**B** made into cloth.
**C** stretched.
**D** cleaned and chopped.

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**9** The title of the selection is "From Trash to Treasure." Another good title for this selection would be

**A** "How Plastic Is Made."
**B** "The History of Recycling."
**C** "Why Fleece Was Invented."
**D** "Making Old Plastic New Again."

**10** The author's main purpose for writing this selection is to

**A** explain how to recycle.
**B** entertain readers.
**C** explain how plastic is made into new things.
**D** convince readers to recycle their trash.

**11** This selection is an example of

**A** an autobiographical essay.
**B** an expository article.
**C** a journal entry.
**D** a short story.

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## PART 2A: RESPONSE TO THE READING SELECTION

**DIRECTIONS:** Write your answer to Question A on your Unit 6 ANSWER SHEET in the space provided. Base your answer on "From Trash to Treasure."

**A Why do you think people are more concerned about recycling now than they were in the past? Give one example of why recycling is a good idea. Use details from the selection to explain your answer.**

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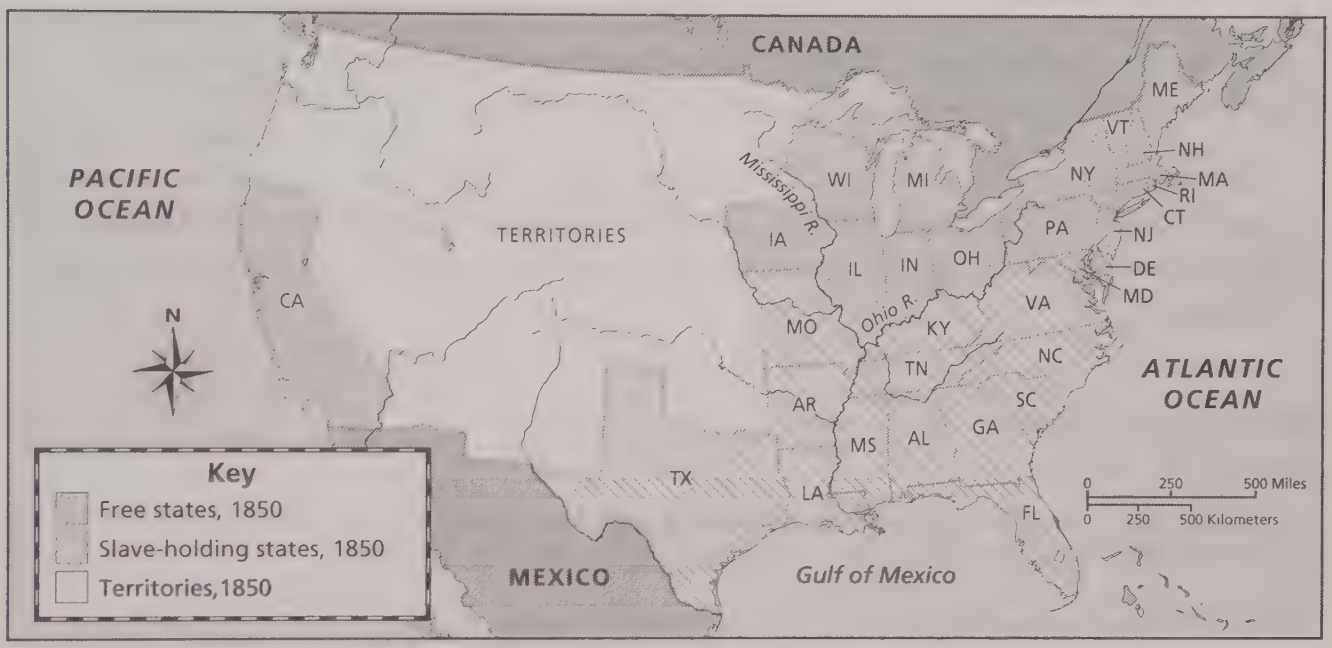
## READING SELECTION #2

**DIRECTIONS:** Read Selection 2, HARRIET TUBMAN: MAKING A DIFFERENCE. Then answer the questions that follow. Mark all your answers on your Unit 6 ANSWER SHEET.

# Harriet Tubman: Making a Difference




Harriet Tubman was born into slavery in Maryland sometime around 1820. At a young age she suffered a serious head injury on the plantation where she lived. For the rest of her life, this injury would cause her to pass out suddenly.

Tubman escaped in 1849, traveling north to the "free states" where slavery was not allowed. However, she did not turn her back on her past or on others who needed help. She returned to states that allowed slavery many times in order to help other people reach freedom in the North. She became one of the best-known conductors on the Underground Railroad.

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The Underground Railroad was not really under the ground, nor was it actually a railroad. It was a secret network of hidden paths and sympathetic homeowners who helped runaway slaves travel to freedom. The homes where the runaways stopped along the way were called stations. The people who helped them were called conductors. The runaways themselves were referred to as packages or freight. By using these words, the conductors were able to keep others from finding out about their actions.

Tubman risked her life for her beliefs, not once, but over and over again. She was able to lead her own parents to freedom, as well as many of her brothers and sisters. She also served as a nurse, a scout, and a spy for the northern army during the Civil War. She went into the southern army's territory, collecting information that was needed by the North. She was a brave woman who used her wits to outsmart her enemies.

Even after the Civil War ended, Tubman continued to help other people. She raised money for schools for the newly freed African Americans. She had a home built for African Americans who were poor or sick. Tubman herself spent the last two years of her life there.

"Harriet Tubman: Making a Difference"
Questions 12–22

**12** The FIRST thing that happened in this selection was that Tubman

**A** escaped from slavery.
**B** helped the northern army.
**C** suffered a head injury.
**D** raised money for African American schools.

**13** People who were working with the Underground Railroad used words related to railroads because they

**A** needed to work secretly in order to stay safe.
**B** had worked on actual railroads at one time.
**C** encouraged runaways to travel near train tracks.
**D** wanted to be famous conductors like Tubman.

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**14** The third paragraph is MOSTLY about

**A** where the Underground Railroad was located.
**B** when the Underground Railroad started.
**C** why the Underground Railroad was started.
**D** how the Underground Railroad worked.

**15** A LIKELY reason Tubman helped the northern army is because she

**A** wanted slavery to end.
**B** owned land in the North.
**C** wanted to fight.
**D** needed a job.

**16** Based on the selection, the word that BEST describes Harriet Tubman is

**A** wealthy.
**B** mysterious.
**C** courageous.
**D** popular.

**17** Look at the map. The two free states that are closest to Maryland are

**A** Ohio and Indiana.
**B** Pennsylvania and New Jersey.
**C** Virginia and Kentucky.
**D** Connecticut and Massachusetts.

**18** The author's main purpose for writing this selection is to

**A** entertain the reader with an amusing story.
**B** teach the reader about the Underground Railroad.
**C** express feelings about the Civil War.
**D** tell the reader about Tubman's life.

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**19** A statement of opinion from this selection is

**A** Harriet Tubman was born in Maryland sometime around 1820.
**B** the Underground Railroad was a secret network of hidden paths and sympathetic homeowners who helped runaway slaves travel to freedom.
**C** she was able to lead her own parents to freedom, as well as many of her brothers and sisters.
**D** she was a brave woman who used her wits to fool her enemies.

**20** To prove the following statement of fact, "She also served as a nurse, a scout, and a spy for the northern army during the Civil War," you would use

**A** an atlas.
**B** an almanac.
**C** a biography.
**D** a dictionary.

**21** Look at the map. After Tubman escaped from Maryland, she settled in New York. One LIKELY reason she didn't settle in a free state closer to Maryland is because

**A** the weather in New York was better.
**B** she wanted to decrease the chance of being captured.
**C** the Underground Railroad led to New York.
**D** she wanted to be with her family in New York.

**22** Based on the map, the LEAST number of slave states a runaway from Alabama would have to go through to get to a free state in the North is

**A** 1 state.
**B** 2 states.
**C** 4 states.
**D** 5 states.

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## PART 2B: RESPONSE TO THE CROSS-TEXT READING SELECTIONS

**DIRECTIONS:** Write your response to Question B on your Unit 6 ANSWER SHEET in the space provided. Base your response on BOTH "From Trash to Treasure" and "Harriet Tubman: Making a Difference." Use the Checklist below to help you when you write your response. Then proofread your response to make sure it is the way you want it.

**B Think about the theme of making things better in "From Trash to Treasure" and "Harriet Tubman." Write one fact from each selection that supports the theme of making things better.**

### CHECKLIST:

- Do I clearly answer the question I was asked?
- Do I list one fact from each selection that supports the theme of making things better?
- Do I support my response with examples and details from BOTH reading selections?
- Is my response complete?

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## PART 3: VOCABULARY

**DIRECTIONS:** Mark all your answers for Questions 23–32 on your Unit 6 ANSWER SHEET.

**23** The first selection said that park benches, pencils, carpet, and certain pieces of clothing are alike. A word that has the SAME meaning as **pieces** is

**A** articles.
**B** colors.
**C** layers.
**D** splinters.

**24** In the sentence "Plastic can be used to produce all of these," **produce** means

**A** vegetables.
**B** bear.
**C** grow.
**D** make.

**25** Two words from "From Trash to Treasure" that have the SAME meaning are

**A** wool and plastic.
**B** fabric and cloth.
**C** light and strong.
**D** bin and bottle.

**26** In the sentence "The first step is for the plastic to be taken to a recycling center," **center** means

**A** the middle point of a circle.
**B** a place people go to for a particular purpose.
**C** halfway between the ends.
**D** a player with the middle position on a team.

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**27** In the sentence "It will take up space for a long time," **space** means

**A** the area in which the universe exists
**B** an area of ground
**C** where to park a car
**D** a period of time

**28** The guide words for the page in the dictionary on which the word **strands** is found are

**A** stream—sword.
**B** standardize—statesman.
**C** stretch—stew.
**D** storybook—straw.

**Use this entry from a dictionary to answer Numbers 29 through 31.**

> **rest** (rest), **1** *n.* state of quiet and ease; sleep: *a good night's rest.* **2** *v.* to be still or quiet; sleep: *Lie down and rest.* **3** *n.* time of ease and freedom from activity or trouble: *I left the swimming pool for a short rest.* **4** *v.* to place or be placed for support; lay; lean: *He rested his rake against the fence.* **5** *n.* what is left: *The sun was out in the morning, but it rained for the rest of the day.* **6** *v.* to continue to be; remain: *The final decision rests with you.*

**29** According to the dictionary entry, the word **rest** can be used as two parts of speech, as

**A** a noun and an adjective.
**B** an adverb and a verb.
**C** a noun and a verb.
**D** an adjective and a preposition.

**30** In the sentence "For the rest of her life, this injury would cause her to pass out suddenly," the dictionary meaning that is being used for **rest** is

**A** definition 2.
**B** definition 3.
**C** definition 4.
**D** definition 5.

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**31** In the sentence "The man's stare rested on the beautiful painting," the meaning of **rested** is

**A** slept.
**B** remained.
**C** left.
**D** leaned.

**32** The guide words for the page in the dictionary on which the word **actually** is found are

**A** aboveboard—accident.
**B** accidental—acidity.
**C** acknowledge—acting.
**D** action—address.

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## PART 4: GRAMMAR, USAGE, MECHANICS

**DIRECTIONS:** Mark all your answers for Questions 33–40 on your Unit 6 ANSWER SHEET.

**33** Which sentence is written correctly?

- **A** The man asked "us to be quiet."
- **B** "What time is dinner?" she asked.
- **C** He said, I'm ready to go.
- **D** Let's plant a garden, she said.

**34** Which sentence is written correctly?

- **A** We saw cows horses, and pigs.
- **B** What's so funny Rosa?
- **C** Mom bought grapes, apples and, berries.
- **D** Yes, I guess I should go now.

**35** Which sentence is written correctly?

- **A** She lives on Dover street.
- **B** My aunt lives in texas.
- **C** He's a member of the Roseville Club.
- **D** I wrote a letter to uncle Dave.

**36** Which sentence is written correctly?

- **A** Dorene, will you help me please?
- **B** We washed rinsed and dried the dishes.
- **C** Her dog likes to bark, and run.
- **D** My cousin moved to Atlanta Georgia.

**37** Which sentence is written correctly?

- **A** My favorite story is Banana Boy.
- **B** The teacher told the class "to go home."
- **C** I love to read, she said.
- **D** She wrote a story called "Amelia's Adventures."

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**38** It was raining. We went outside anyway.

Which sentence combines the two sentences above correctly?

**A** It was raining, but we went outside anyway.
**B** It was raining outside anyway.
**C** It was raining or we went outside anyway.
**D** It was raining, we went outside anyway.

**39** Tony took a book off the shelf. He began to read.

Which sentence BEST combines the two sentences above into one?

**A** Beginning to read, Tony took a book off the shelf.
**B** Tony took it off the shelf, and then he began to read.
**C** Taking a book off the shelf, Tony he began to read.
**D** Tony took a book off the shelf and began to read.

**40** My mom saw mister Smith at the grocery store.

Choose the word that should begin with a capital letter in the sentence above.

**A** mom
**B** mister
**C** grocery
**D** store

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**READING** **STOP.**

**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 6 Test**

**Student Name:** _____ **Date:** _____

## PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

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**WRITING**

**STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 6 Test

**Student Name:** _____ **Date:** _____

**Important Directions for Marking Answers**

- Use a black lead pencil (No. 2).
- Make heavy dark marks that fill the circle completely.
- Erase completely any answers you wish to change.
- If you erase a grid circle, do not redraw it.
- Do not make any stray marks on this answer sheet.

**CORRECT MARK**

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**INCORRECT MARK**

## PART 2: COMPREHENSION

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**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 6 Test**

**Student Name:** _____ **Date:** _____

## PART 2: COMPREHENSION (CONTINUED)

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| 13. Ⓐ Ⓑ Ⓒ Ⓓ | 16. Ⓐ Ⓑ Ⓒ Ⓓ | 19. Ⓐ Ⓑ Ⓒ Ⓓ | 22. Ⓐ Ⓑ Ⓒ Ⓓ |
| 14. Ⓐ Ⓑ Ⓒ Ⓓ | 17. Ⓐ Ⓑ Ⓒ Ⓓ | 20. Ⓐ Ⓑ Ⓒ Ⓓ | |

B.

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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, Unit 6 Test

**Student Name:** _____ **Date:** _____

### PART 3: VOCABULARY

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**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, Unit 6 Test**

**Student Name:** _____ **Date:** _____

## PART 4: GRAMMAR, USAGE, MECHANICS

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**READING** **STOP.**

NAME _____

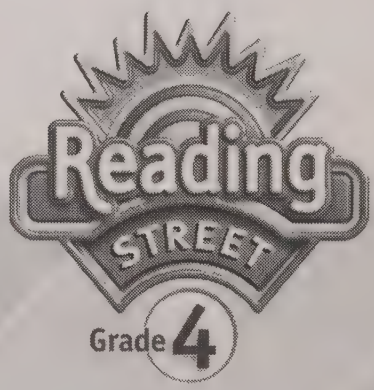
DATE _____

Scott Foresman

# Michigan Unit and End-of-Year Benchmark Tests

## in MEAP Test Format

### End-of-Year Test

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ISBN 0-328-22942-3

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# PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

People have always shared their ideas with others. Long ago, storytellers kept traditions alive by telling and retelling their tales. Later, people painted pictures to record important events. In time, different groups created systems of letters and words so they could write about their ideas.

Today people still share their ideas. They have conversations and make speeches. They write letters and poems. Telephones, e-mail, and television have changed the ways that people share their thoughts, but people everywhere still need to tell their stories.

**WRITE ABOUT THE THEME: People share ideas in many different ways.**

Select **one** of the following:

Write to share a good idea or special experience you have had.

**OR**

Create your own alphabet or code and explain how to use it to write messages.

**OR**

Write a letter asking an adult you know to come and talk with your class about a special skill he or she has.

You may use examples from real life, from what you read or watch, or from your imagination.

Use the REVISING, EDITING, and PROOFREADING CHECKLISTS on the next page to help you as you write.

**When you are ready, you may begin writing. Enter your writing on your End-of-Year Test ANSWER SHEET in the space provided.**

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# PART 1: CHECKLISTS FOR REVISING AND PROOFREADING

**DIRECTIONS:** Use the following checklists as you revise and edit the writing you have done for Part 1. Then proofread your final copy to make sure all your revisions have been made.

## CHECKLIST FOR REVISING:

- Do I have a clear central idea that relates to the theme?
- Do I stay focused on the theme?
- Do I support my central idea with important details and examples?
- Do I need to take out details or examples that DO NOT support my central idea?
- Is my writing organized in a logical way?
- Do I use a variety of words, phrases, and sentences?
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- Do my sentences make sense?

## CHECKLIST FOR EDITING:

- Have I checked my sentences for grammar?
- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

## CHECKLIST FOR PROOFREADING:

**Is everything in my paper on the End-of-Year Test ANSWER SHEET just the way I want it?**

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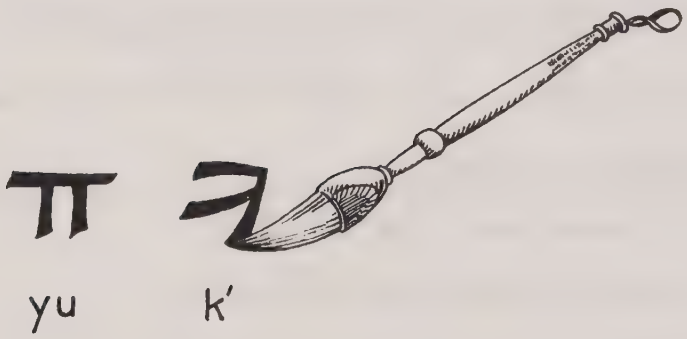
# PART 2: COMPREHENSION

## READING SELECTION #1

**DIRECTIONS:** Read Selection 1, SEJONG THE GREAT. Then answer the questions that follow. Mark all your answers on your End-of-Year Test ANSWER SHEET.

## Sejong the Great




Many years ago, a king named Sejong ruled Korea. Sejong was the fourth king of the Yi dynasty, a family of kings and queens who ruled Korea for more than five hundred years. Born in 1397, Sejong was king of Korea for more than thirty years, from 1419 until he died in 1450. During his rule, Korea enjoyed many cultural changes in the arts, writing, and education.

Sejong is best known for the invention of the Korean alphabet, which is called *hangul*. The word *hangul* means "great script." It is an alphabet like the one we use in English. Letters in hangul stand for sounds that people make when they speak. In the Korean alphabet, there are twenty-four letters: fourteen consonants and ten vowels. In English, there are twenty-six letters, five of which are vowels. The Korean language has more vowels than English, but English has more consonants.

In hangul, the consonants are written with curved or angled lines, and the vowels are written with straight vertical lines that go up and down or horizontal lines that go from side to side. Above are examples of a consonant and vowel in hangul.

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In 1446, Sejong, who was known as Sejong the Great, declared that hangul would be the official writing system of Korea. However, Sejong found it difficult to make this change a reality because many people in Korea used the older Chinese system of writing at the time. The large neighboring country of China had influenced the culture of Korea for a long time. Scholars and people from the upper classes did not want to change their writing habits, so many of them did not use hangul at first.

The Yi dynasty, to which Sejong belonged, ruled Korea from 1392 through 1910. Then Japan invaded Korea and took over the country. Japan ruled Korea until the end of World War II in 1945. After 1945, people once again began to use hangul widely in Korea, and the alphabet is used there to this day.

"Sejong the Great"
Questions 1–11

**1** One way in which hangul DIFFERS from English is that

**A** hangul has more vowels than English.
**B** hangul has more consonants than English.
**C** English has vowels, but hangul does not.
**D** hangul has more letters than English does.

**2** In the second paragraph, the word that is a clue to a comparison is

**A** invention.
**B** which.
**C** like.
**D** for.

**3** Based on the third paragraph, the letter on the right side of the drawing is

**A** a vowel.
**B** a consonant.
**C** an English letter.
**D** a Chinese character.

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**4** The selection includes a statement of opinion. The statement of opinion is

**A** Sejong ruled Korea for more than thirty years.
**B** Sejong belonged to the Yi dynasty.
**C** Sejong invented the Korean alphabet.
**D** Sejong was a great ruler of Korea.

**5** The main idea of the fourth paragraph is

**A** some scholars did not want to learn a new system of writing.
**B** people in Korea once used the Chinese system of writing.
**C** it was difficult to make hangul the official writing system of Korea.
**D** the Yi dynasty ruled Korea for more than five hundred years.

**6** The author PROBABLY wrote this selection to

**A** persuade people to learn the Korean alphabet.
**B** express an opinion about what the best language is.
**C** tell about the influence of a king on his country.
**D** entertain with a lively story about World War II.

**7** It took so long for people to use hangul widely in Korea because

**A** people were used to a different system of writing.
**B** Sejong did not want scholars to use the new alphabet.
**C** most people preferred to speak and write in English.
**D** there were few books being written for people to read.

**8** According to the selection, the event that occurred LAST was when

**A** Japan invaded Korea.
**B** people used hangul widely after 1945.
**C** Sejong died.
**D** hangul was declared to be the official Korean alphabet.

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**9** Which of the following sentences is a statement of fact?

**A** Sejong deserved to be called Sejong the Great.
**B** Sejong was the fourth king of the Yi dynasty.
**C** Hangul was Sejong's most important invention.
**D** China was a helpful neighbor during Sejong's rule.

**10** A fact that supports the generalization that Sejong was a great king is

**A** Sejong was a member of the Yi dynasty that ruled Korea for five hundred years.
**B** Sejong found it difficult to get many people to use hangul.
**C** Sejong was the king of Korea for more than thirty years.
**D** Sejong invented the Korean system of writing.

**11** People in Korea use the Chinese system of writing during Sejong's time because

**A** China had invaded Korea in 1945.
**B** China had influenced Korea for a long time.
**C** China was a bigger country than Korea.
**D** most Korean people went to school in China.

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## READING SELECTION #2

**DIRECTIONS:** Read Selection 2, THE SECRET CODE. Then answer the questions that follow. Mark all your answers on your End-of-Year Test ANSWER SHEET.

# The Secret Code

Lydia was a young girl who liked doing many things, including playing the tuba, but her favorite activity was reading. Lydia's mother would frequently find Lydia leaning against a tree reading a book. Sometimes her mother would come across Lydia asleep on the couch with a book on her face. When that happened, Lydia's mom would gently remove the book and cover Lydia with a fluffy blanket.

Lydia's best friend, Avi, liked to read too, but not as much as Lydia did. Avi was more interested in working on the clubhouse that he and Lydia shared. Avi's father had built the house for them. Avi had lined up along one wall a row of jars that held various kinds of dried flowers. He thought he might become a botanist, a kind of scientist who studies plants, when he grew up. Lydia thought she would become a writer.

One day when Lydia and Avi were walking toward the clubhouse, Lydia saw a note on the ground. She picked it up, but to her surprise she found she couldn't read it. The note was written in a strange language. She showed it to Avi, but he couldn't read the note either. "Well," said Lydia. "I wonder if I can crack the code in this note."

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She took the note to the clubhouse and read it over and over again. Finally, after about an hour, she figured out what it said. "It says: 'Thank you for the present,'" Lydia told Avi. "The person who wrote this just left off the first letter of each word."

"Wow," said Avi, "that was good thinking."

"I'm going to write you a note in a made-up language," said Lydia. "It will be our secret code."

She took a black pen and after thinking a while, Lydia passed a note to Avi that read, "Mio yhappo uyoo earo ymo dfrieno."

Avi tried to figure out what the note said. After a while, he realized the sun was setting, which meant he would have to go home for dinner. "I'll take the note with me," he said to Lydia. "Maybe by tomorrow I'll know what you wrote."

Avi went home and ate dinner with his sisters and his parents. As he was walking the dog after dinner, Avi suddenly knew what the note said, and he broke into a grin. When he got home, he wrote a note back to Lydia in the same new language.

The next day at the clubhouse, he handed Lydia the note. She smiled and read it aloud, "Thanks, I'm happy you are my friend too. I like having a new language to write in."

Lydia and Avi agreed to use the new code whenever they wrote notes to each other. They even kept the practice up for a "ecouplo foo smontho."

"The Secret Code"
Questions 12–22

**12** Lydia had trouble reading the note she found on the ground because

**A** the ink had been smeared by rain.
**B** the note was written in code.
**C** the note was torn up into little pieces.
**D** Lydia had forgotten how to read.

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**13** Avi kept jars of dried flowers in the clubhouse because

**A** he wanted to learn more about plants.
**B** his father told him to store the flowers.
**C** Lydia asked him to keep the flowers for her.
**D** he found a note telling him to collect flowers.

**14** Lydia and Avi were DIFFERENT in that

**A** Lydia liked to read more than Avi did.
**B** Lydia wanted to be a botanist, but Avi did not.
**C** Avi wanted to be a writer, but Lydia wanted to be an astronaut.
**D** Avi wrote a note in a made-up language, but Lydia did not.

**15** In the fourth paragraph, the word that is a clue word for sequence is

**A** she.
**B** finally.
**C** what.
**D** off.

**16** The author PROBABLY wrote this story to

**A** show the differences between languages.
**B** entertain with a story about two children.
**C** describe how to build a clubhouse.
**D** explain how people invent new languages.

**17** Much of this story takes place

**A** at Lydia's house.
**B** at Avi's house.
**C** on a city street.
**D** in a clubhouse.

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**18** Lydia's mother can BEST be described as

**A** loud.
**B** athletic.
**C** caring.
**D** confused.

**19** A generalization you can make based on this story is that

**A** it's better to be poor and happy than rich and sad.
**B** it's fun to communicate with friends.
**C** honesty is the best policy.
**D** education is the key to success.

**20** In the story's resolution,

**A** Avi asked his dad to build a new clubhouse.
**B** Lydia figured out the note on the ground.
**C** Avi figured out the made-up language.
**D** Lydia could not read the note she found.

**21** Lydia can BEST be described as

**A** gentle.
**B** intelligent.
**C** silent.
**D** unhappy.

**22** The LAST event to occur in the story was that

**A** Lydia figured out what the note she found said.
**B** Lydia and Avi agreed to use the new code to write notes.
**C** Avi walked his dog after eating dinner with his family.
**D** Avi handed Lydia a note he had written.

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## PART 2A: RESPONSE TO THE CROSS-TEXT READING SELECTIONS

**DIRECTIONS:** Write your answer to Question A on your End-of-Year Test ANSWER SHEET in the space provided. Base your answer on BOTH "Sejong the Great" and "The Secret Code." Use the checklist below to help you when you write your response. Then proofread your response to make sure it is the way you want it.

**A Both "Sejong the Great" and "The Secret Code" are about inventing new languages. Describe how the selections are similar and how they are different. Include details from each selection.**

### CHECKLIST:

- Do I clearly answer the question I was asked?
- Do I show how the selections "Sejong the Great" and "The Secret Code" are similar and different?
- Do I support my response with examples and details from BOTH reading selections?
- Is my response complete?

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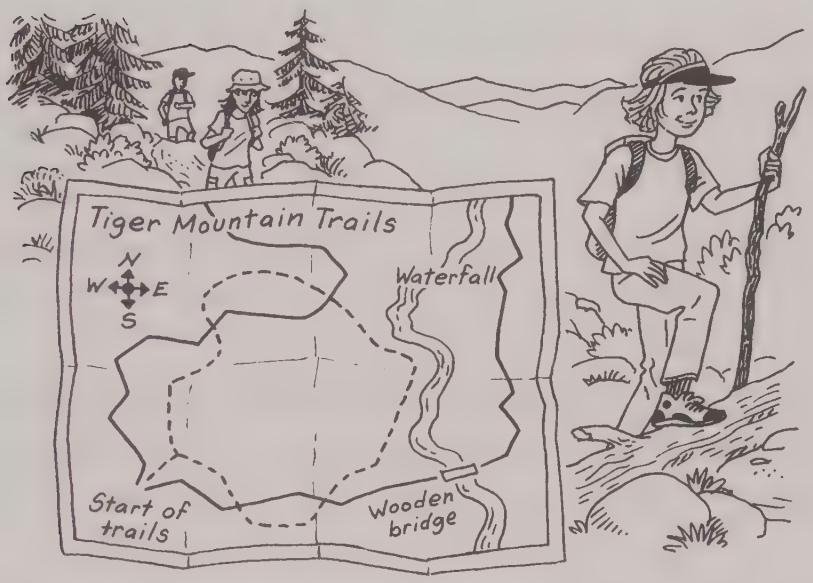
## READING SELECTION #3

**DIRECTIONS:** Read Selection 3, GOING TO TIGER MOUNTAIN. Then answer the questions that follow. Mark all your answers on your End-of-Year Test ANSWER SHEET.

# Going to Tiger Mountain




Elm Elementary School
100 Oak Street
Seattle, WA 98100
May 2, 2007

Dear Class:

Hello. I am writing to you and your parents to tell you about our upcoming field trip to Tiger Mountain. I'm sure you're all very excited about the trip. I know I am. The trip will take half a day, and we plan to leave the school by 8 a.m. on Saturday, May 19, 2007. So far, twenty-two students have signed up for the trip, and it is important for everyone to arrive on time so that there are no delays. I will also need all your permission slips signed a week before the day we leave.

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The plan for the trip is simple: After arriving at Tiger Mountain, we will all hike to the top of the mountain. In addition to myself, Ms. Gearen will be leading the trip, and several parents, including Mr. Hollander and Mr. Chickadel, will also accompany us to make sure that everything goes smoothly. Ms. Gearen has hiked the trail many times, and she estimates that it will take about three hours to do the hike, including a half-hour break to enjoy the great views and eat lunch at the summit.

Please remember to bring a sack lunch and plenty of water with you for the hike. I recommend that you pack a sandwich, some crackers or other snacks, a piece of fruit, and at least one liter of water. You should also bring the following items: a waterproof jacket, a cap to shield your face from the sun, a warm hat and gloves, an extra shirt, an extra pair of socks, and a small flashlight. As usual, you should wear comfortable hiking shoes or sneakers and comfortable clothing.

I know this sounds like a long list of items to bring, but we need to be prepared for any kind of weather. As you know, the day may start out sunny but end up raining. The adults will also be packing first-aid kits in case there is an emergency of some kind.

We will be taking the easy trail marked with dotted lines on the map below. Along the way, we will probably see some birds and chipmunks, but don't worry—there is no chance of us running into tigers! Please study the map ahead of time, so you know what to expect.

Thank you for being prepared for the trip. Your efforts will make the journey enjoyable and safe for everybody.

Sincerely,

*Ms. Megan Ramirez*

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"Going to Tiger Mountain"
Questions 23–33

**23** Ms. Ramirez writes this letter to

**A** describe a place the children would visit.
**B** tell people the history of Tiger Mountain.
**C** help students and parents prepare for a trip.
**D** entertain people with a tale about animals.

**24** According to the letter, the LAST thing that will happen is

**A** having lunch at the top of the mountain.
**B** meeting to start hiking on the easy trail.
**C** turning in permission slips.
**D** leaving school at 8 A.M.

**25** In the second paragraph, a word that is a clue word for sequence is

**A** plan.
**B** after.
**C** also.
**D** including.

**26** Ms. Gearen is leading the hike because she

**A** is the head teacher.
**B** is the best hiker.
**C** is trained in first aid.
**D** knows the trail well.

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27 The main idea of the third paragraph is that students

A can take different buses to get to the hiking spot.
B should bring at least one liter of water.
C should wear comfortable hiking shoes or sneakers.
D should prepare for the trip by packing carefully.

28 Ms. Ramirez asked students to bring a waterproof jacket because

A they are going canoeing.
B it may start to rain.
C they will be camping overnight.
D it will probably be warm.

29 A word or phrase that shows that this selection is a letter is

A Please remember.
B As usual.
C Sincerely.
D Saturday.

30 According to the trail map, the students on the trip will PROBABLY see

A a school.
B tigers.
C a volcano.
D waterfalls.

31 According to the map, the direction of the wooden bridge from the start of trail is

A south.
B north.
C east.
D west.

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32 Which of the following is a statement of fact?

**A** So far, twenty-two students have signed up for the trip.
**B** I'm sure you're excited about the trip.
**C** The plan for the trip is simple.
**D** This journey will be very enjoyable for everyone.

33 Ms. Ramirez PROBABLY asked students to study the map ahead of time because

**A** they will not have maps at Tiger Mountain.
**B** there is only one map for everybody.
**C** they need to become familiar with the trail.
**D** they will have to take a test before they hike.

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## PART 2B: RESPONSE TO THE CROSS-TEXT READING SELECTIONS

**DIRECTIONS:** Enter your response to Question B on your End-of-Year Test ANSWER SHEET in the space provided. Base your response on BOTH "The Secret Code" and "Going to Tiger Mountain." Use the Checklist below to help you when you write your response. Then proofread your response to make sure it is the way you want it.

**B In "The Secret Code" and "Going to Tiger Mountain," characters write notes or letters. Describe how the purposes of the notes in "The Secret Code" and the letter in "Going to Tiger Mountain" are different. Include details from each selection.**

### CHECKLIST:

- Do I clearly answer the question I was asked?
- Do I show how the notes in "The Secret Code" and the letter in "Going to Tiger Mountain" are different?
- Do I support my response with examples and details from BOTH reading selections?
- Is my response complete?

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## PART 3: VOCABULARY

**DIRECTIONS:** Mark all your answers for Questions 34–48 on your End-of-Year Test ANSWER SHEET.

**34** Japan invaded Korea in 1910 and took over the country. The word **invaded** means

**A** shared.
**B** smiled.
**C** attacked.
**D** forgot.

**35** The prefix **re-** in the word **replace** means

**A** again.
**B** under.
**C** next.
**D** not.

**36** In the sentence " The plan for the trip is simple: After arriving at Tiger Mountain, we will all hike to the top of the mountain," the meaning of **trip** is

**A** a switch.
**B** a mistake.
**C** a fall.
**D** a journey.

**37** In the sentence "Avi had lined up a row of jars along one wall that held various kinds of dried flowers," the meaning of **row** is

**A** a noisy argument.
**B** things arranged in a line.
**C** a narrow street of houses.
**D** to move a boat across water.

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**38** In the sentence "After a while, he realized the sun was setting, which meant he would have to go home for dinner, " the word **realized** means

**A** wanted.
**B** knew.
**C** ready.
**D** allowed.

**39** The note was written in a strange language. An antonym for **strange** is

**A** young.
**B** happy.
**C** rough.
**D** familiar.

**40** The word hangul means "great script." A word that means the opposite of **great** is

**A** unpopular.
**B** unimportant.
**C** beautiful.
**D** many.

**41** In the sentence "Letters in hangul stand for sounds that people make when they speak," the meaning of **stand for** is

**A** believe.
**B** finish.
**C** enter.
**D** mean.

**42** The teacher suggested students should wear comfortable hiking shoes. A word that has the same suffix as **comfortable** is

**A** enjoyable.
**B** table.
**C** vegetable.
**D** fable.

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**43** Here is what I suggest you carry. I recommend that you pack a sandwich, a piece of fruit, and at least one liter of water.

A word in the sentences that is a synonym for **recommend** is

**A** pack.
**B** here.
**C** suggest.
**D** carry.

**44** In the sentence "We will be taking the easy trail marked with dotted lines on the map below," the word **marked** means

**A** colored.
**B** checked.
**C** hidden.
**D** shown.

**45** In the sentence "You should also bring the following items: a waterproof jacket and a cap to shield your face from the sun," the word **shield** means

**A** surround.
**B** protect.
**C** flat piece of armor.
**D** badge.

**46** Several parents will also be accompanying us. They are coming with us to make sure everything goes smoothly.

The phrase in the second sentence that is a synonym for **accompanying** is

**A** they are.
**B** coming with.
**C** make sure.
**D** goes smoothly.

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**Use this entry from a dictionary to answer Questions 47 and 48.**

> **change** (chānj), **1** *v.* to make or become different: *She changed the decoration of the room.* **2** *v.* to put on different clothes: *After swimming we went to the cabin and changed.* **3** *v.* to transfer from one aircraft, train, bus, etc., to another: *Passengers must change here for Chicago.* **4** *n.* coins of small denomination: *She was carrying a dollar and some change.*
> ❒ *v.* **changed, chang•ing**

**47** According to the dictionary entry, the word **change** can be used as two parts of speech, as

**A** a noun and a verb.
**B** an adverb and a verb.
**C** a noun and an adjective.
**D** an adjective and a preposition.

**48** In the sentence "Scholars and people from the upper classes did not want to change their writing habits, so many of them did not use hangul at first," the CORRECT dictionary meaning for **change** is

**A** definition 1.
**B** definition 2.
**C** definition 3.
**D** definition 4.

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## PART 4: GRAMMAR, USAGE, MECHANICS

**DIRECTIONS:** Mark all your answers for Questions 49–60 on your End-of-Year Test ANSWER SHEET.

**49** Which of the following is an imperative sentence?

- **A** I love this pie!
- **B** Please hand me the salsa.
- **C** Lucy lives in New York City.
- **D** When will it stop raining?

**50** Which of the following is an exclamatory sentence?

- **A** How beautiful the mountains look!
- **B** Will you be wearing your red tie?
- **C** I have never seen an eagle in the city.
- **D** Don't forget to take your umbrella.

**51** In the sentence "The Tanabata festival takes place every year in July," the simple subject is

- **A** Tanabata.
- **B** festival.
- **C** takes.
- **D** July.

**52** Which of the following sentences is correct?

- **A** Ben liked to cook Katie did too.
- **B** If you feel tired you should rest.
- **C** When it is warm, we wear shorts.
- **D** Samir works on Monday but Ali does not.

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**53** Which of the following sentences is correct?

**A** Juan looked after the babys.
**B** How many calfs are in the field?
**C** Joshua is one of the boys in the band.
**D** Matt bought four loafs of bread.

**54** Which of the following sentences is correct?

**A** The nurses' station is empty.
**B** The familys house is for sale.
**C** The mouse'ses nest is ready.
**D** The deers antlers are sharp.

**55** Which of the following sentences uses a linking verb?

**A** We were good friends.
**B** Louise dances well.
**C** She opened the box.
**D** The dog barked loudly.

**56** Which of the following sentences uses the past tense correctly?

**A** We have went to the opera.
**B** Karl has took photographs of the scene.
**C** She gone home in the evening.
**D** I wrote a note to him that morning.

**57** Which of the following sentences is correct?

**A** We is painting.
**B** You am sleeping.
**C** I was awake.
**D** They be singing.

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**58** In the sentence, "Monica sealed the letter and mailed it to Eric," the word **it** refers to

**A** Monica.
**B** sealed.
**C** the letter.
**D** Eric.

**59** Which of the following sentences is correct?

**A** Last July was hottest than the last one.
**B** It was the drier season in ten years.
**C** That person is most graceful than Sue.
**D** She did a better job than Sylvia.

**60** Which of the following sentences is correct?

**A** I packed a hat, some gloves, and a book.
**B** The carpet is, worn dirty and old.
**C** He wanted to eat bacon eggs, and potatoes.
**D** She swam biked and ran all summer, long.

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**READING** **STOP.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, End-of-Year Test

**Student Name:** _____ **Date:** _____

## PART 1: WRITING FROM KNOWLEDGE AND EXPERIENCE

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**WRITING**

**STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, End-of-Year Test

**Student Name:** _____ **Date:** _____

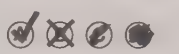
**Important Directions for Marking Answers**

- Use a black lead pencil (No. 2).
- Make heavy dark marks that fill the circle completely.
- Erase completely any answers you wish to change.
- If you erase a grid circle, do not redraw it.
- Do not make any stray marks on this answer sheet.

**CORRECT MARK**

Ⓐ ● Ⓒ Ⓓ

**INCORRECT MARK**



## PART 2: COMPREHENSION

| | | | |
|---|---|---|---|
| 1. Ⓐ Ⓑ Ⓒ Ⓓ | 4. Ⓐ Ⓑ Ⓒ Ⓓ | 7. Ⓐ Ⓑ Ⓒ Ⓓ | 10. Ⓐ Ⓑ Ⓒ Ⓓ |
| 2. Ⓐ Ⓑ Ⓒ Ⓓ | 5. Ⓐ Ⓑ Ⓒ Ⓓ | 8. Ⓐ Ⓑ Ⓒ Ⓓ | 11. Ⓐ Ⓑ Ⓒ Ⓓ |
| 3. Ⓐ Ⓑ Ⓒ Ⓓ | 6. Ⓐ Ⓑ Ⓒ Ⓓ | 9. Ⓐ Ⓑ Ⓒ Ⓓ | |

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**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, End-of-Year Test**

**Student Name:** _____ **Date:** _____

## PART 2: COMPREHENSION (CONTINUED)

| | | | |
|---|---|---|---|
| 12. Ⓐ Ⓑ Ⓒ Ⓓ | 15. Ⓐ Ⓑ Ⓒ Ⓓ | 18. Ⓐ Ⓑ Ⓒ Ⓓ | 21. Ⓐ Ⓑ Ⓒ Ⓓ |
| 13. Ⓐ Ⓑ Ⓒ Ⓓ | 16. Ⓐ Ⓑ Ⓒ Ⓓ | 19. Ⓐ Ⓑ Ⓒ Ⓓ | 22. Ⓐ Ⓑ Ⓒ Ⓓ |
| 14. Ⓐ Ⓑ Ⓒ Ⓓ | 17. Ⓐ Ⓑ Ⓒ Ⓓ | 20. Ⓐ Ⓑ Ⓒ Ⓓ | |

A.

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## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, End-of-Year Test

**Student Name:** _____ **Date:** _____

### PART 2: COMPREHENSION (CONTINUED)

| | | | |
|---|---|---|---|
| 23. Ⓐ Ⓑ Ⓒ Ⓓ | 26. Ⓐ Ⓑ Ⓒ Ⓓ | 29. Ⓐ Ⓑ Ⓒ Ⓓ | 32. Ⓐ Ⓑ Ⓒ Ⓓ |
| 24. Ⓐ Ⓑ Ⓒ Ⓓ | 27. Ⓐ Ⓑ Ⓒ Ⓓ | 30. Ⓐ Ⓑ Ⓒ Ⓓ | 33. Ⓐ Ⓑ Ⓒ Ⓓ |
| 25. Ⓐ Ⓑ Ⓒ Ⓓ | 28. Ⓐ Ⓑ Ⓒ Ⓓ | 31. Ⓐ Ⓑ Ⓒ Ⓓ | |

B.

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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

**Unit and End-of-Year Benchmark Tests in MEAP Test Format**
**Student Answer Sheet, End-of-Year Test**

**Student Name:** _____ **Date:** _____

## PART 3: VOCABULARY

34. Ⓐ Ⓑ Ⓒ Ⓓ
35. Ⓐ Ⓑ Ⓒ Ⓓ
36. Ⓐ Ⓑ Ⓒ Ⓓ
37. Ⓐ Ⓑ Ⓒ Ⓓ
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**READING** **STOP. DO NOT GO ON UNTIL TOLD TO DO SO.**

## Unit and End-of-Year Benchmark Tests in MEAP Test Format
## Student Answer Sheet, End-of-Year Test

**Student Name:** _____ **Date:** _____

### PART 4: GRAMMAR, USAGE, MECHANICS

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**READING** **STOP.**

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ISBN 0-328-23205-X
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*P1-CNH-411*